DOCUMENT RESUME

ED 324 424 CE 055 876

AUTHOR	Maddox, Gaylon; And Others
TITLE	Nursing Process. Nursing: Basic Needs I. Nursing: Basic Needs II. Nursing through the Life Span. Entry into Professional Nursing. A Basic Course Outline (College Freshmen) for Nursing. A Four Year "2+2" Articulated Curriculum for the Occupation of Nursing.
INSTITUTION	Paris Independent School District, Tex.; Paris Junior Coll., Tex.
SPONS AGENCY	Texas Education Agency, Austin.
PUB DATE	Jun 90
NOTE	225p.; For related documents, see CE 055 874-877.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	*Articulation (Education); Behavioral Objectives; College Freshmen; *Competency Based Education; Course Descriptions; Curriculum Guides; Job Skills; *Nurses; Nurses Aides; *Nursing Education; Two Year Colleges
IDENTIFIERS	2 plus 2 Articulation Plan

ABSTRACT

This course outline provides materials for third-year courses in a "2+2" curriculum for the occupation of registered nurse. It is part of a planned and articulated 4-year curriculum that spans the junior and senior years of high school and the freshman and sophomore years of the postsecondary institution. Introductory materials include: the philosophy and conceptual framework of the nursing curriculum; occupational objectives, occupational descriptions, and curriculum outline; and curriculum objectives. Five courses are outlined, each of which consists of a set of objectives, ranging in number from 5 to 14. Each objective has one or more associated competencies. A sheet for each competency details the terminal objective, enabling objectives, teaching methods, references, equipment/supplies, and evaluation methods. Course titles (and representative unit topics) are: (1) Nursing Process (communication, physical assessment, neurological assessment); (2) Nursing: Basic Needs Ia (mobility, rest, pain, safety, surgery, medication; (3) Nursing: Basic Needs Ib medical terminology, anatomy and physiology, infection control and asepsis, personal care skills); (4) Nursing through the Life Span (nursing care of patients of various ages); and (5) Entry into Vocational Practice (health care system, health care facilities). Other contents include: a line drawing of an instructional facility; list of supplies and equipment; 23-item bibliography; student competency profile; matrix of elements essential to the competencies; and procedural plan for verifying mastery of competencies. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED324424

2+2 HEALTH OCCUPATIONS PROJECT

CE 055 876

A Basic Course Outline (College Freshmen) for Nursing

Nursing Process
Nursing: Basic Needs I
Nursing: Basic Needs II
Nursing Through the Life Span
Entry Into Professional Nursing

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S Calvert

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Four Year "2+2" Articulated Curriculum For the Occupation of Nursing

"2+2 ARTICULATED CURRICULUM FOR HEALTH OCCUPATIONS"

BASIC COURSE OUTLINES FOR NURSING

NURSING PROCESS

NURSING: BASIC NEEDS Ia-Ib

NURSING: BASIC NEEDS II

NURSING THROUGH THE LIFE SPAN

ENTRY INTO VOCATIONAL (PRACTICAL) NURSING

Paris Independent School District
Paris, Texas

Paris Junior College
Paris, Texas

June 1990

2 + 2
Secondary Postsecondary

Articulated Curriculum
for
Health Occupations

Basic Course Outlines

(Freshmen Level)

Prepared by

Gaylon Maddox, Paris Junior College
Linda Campbell, The University of Texas of Tyler
Cynthia Amerson, Northeast Texas Community College, Mt. Pleasant
Deborah Cody, Northeast Texas Community College, Mt. Pleasant

Edited by: David Ingram, Principal Investigator

for

The Texas Higher Education Coordinating Board
Community College and Technical Institutes Division

and

The Texas Education Agency

in cooperation with

Paris Junior College

and

Northeast Texas Community College

and the

Paris, Marshall and Atlanta Independent School Districts

FUNDING INFORMATION

Project Title:	"2+2" Health Occupations
Coordinating Board Project Number:	00110006
Funding Source:	Carl D. Perkins Vocational Education Act, Title II B.
Coordinating Board Staff Advisor	Dr. Carrie Nelson Federal Projects Community Colleges and Technical Institutes Division Texas Higher Education Coordinating Board Austin, Texas
Contractor:	Paris Junior College Paris, Texas
Project Staff	Vicki Oglesby, Project Administor David Ingram, Principal Investigator
Disclaimer:	This publication was prepared pursuant to a contract with the Texas Higher Education Coordinating Board. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions of the contractors, therefore, do not necessarily represent official position or policy of Texas Higher Education Coordinating Board.

FOREWORD

This course outline was prepared for use by secondary instructors of the "2+2" articulated curriculum for the occupation of registered nurse. The course for which this outline was prepared is only one course of a series of courses that are included in the "2+2" curriculum. The "2+2" curriculum developed for the preparation of registered nurses was developed using the career ladder concept and therefore provides exit points for entry into the labor market as a nurse aide, licensed vocational nurse, and registered nurse. The purpose of this basic course outline is:

- To assist secondary "2+2" health occupations instructors in the selection and use of instructional content and instructional technology for an effective instructional program.
- To assist the instructors in the selection of appropriate instructional references and materials.
- To improve the marketable skills of students through the use of occupational competencies stated in objective terms.
- To provide a basis upon which the instructor can progressively build a functional course of study in accordance with the performance standards established by State Licensing Boards, National Certification or accreditating associations, and local employers.
- To provide interested individuals, educational groups, and occupational groups with information regarding the scope, nature, content and educational technology used in education directed toward gainful employment in the field of nursing.

ACKNOWLEDGEMENTS

I would like to take this opportunity to thank the curriculum consultants/writers who worked so hard and gave 110 percent effort, whenever it was needed in complying this "2+2" articulated curriculum for registered nurses.

Ms. Cynthia Amerson, Instructor, RN, MSN
Northeast Texas Community College
Mt. Pleasant, Texas

Ms. Linda Campbell, Associate Professor. Ph.D., RN
The University of Texas of Tyler
Tyler, Texas

Ms. Deborah Cody, Coordinator
Health and Medical Occupations
Northeast Texas Community College
Mt. Pleasant, Texas

Mr. Gaylon Maddox, Instructor, RN, MS
Paris Junior College
Paris, Texas

Ms. Barbara Robertson, Instructor
Health Occupations Education
Plano Independent School District
Plano, Texas

Ms. Nancy Stevenson, RN, MSed
Health Occupations Education Instructor/Coordinator
Marshall Independent School District
Marshall, Texas

and

Special thanks to:

Ms. Mary Carolyn Chambers
Project Secretary
Paris Junior College
Paris, Texas

Acknowledgements are also due to the dedicated Project Advisory Committee that provided valuable leadership and guidance to all of the "2+2" project activities.

Also a sincere thank you to Ms. Dorothy Chesley of the Board of Nurse Examiners for the State of Texas, Ms. Joy Flemming and Ms. Cora Clay of the Texas Board of Vocational Nurse Examiners and to Ms. Barbara Cohen of the Texas Department of Health for their expertise, suggestions and recommendations as the project developed.

And to the State Education Project Advisors, Dr. Carrie Nelson of the Coordinating Board and Ms. Barbara Terrell from the Texas Education Agency, we give a special thank you for your wisdom, leadership and guidance.

TABLE OF CONTENTS

Page

Funding Information i

Foreword ii

Acknowledgements iii

Table of Contents iiii

I. **Overview of the "2+2" Curriculum** 1

II. **Philosophy and Conceptual Framework** 2

III. **Nursing Occupation Curriculum**

A. Occupational Objective(s). 4
B. Description of Occupation(s) 5
C. Curriculum Outline 9

IV. **Definition of Terms** 19

V. **Curriculum Objectives** 22

VI. **Course Outline (Nursing Process)** 23

A. Course Objectives 24
B. Units by Competencies 25
C. Time Allocation 27
D. Course Description 28
E. Unit I. Concepts and Theories of Nursing Practice 30
F. Unit II. Communication 32
G. Unit III. Techniques of Physical Assessment 34
H. Unit IV. Neurological Assessment 36
I. Unit V. Assessment of Skin and Lymphatics 38
J. Unit VI. Assessment of Head, Face and Neck 40
K. Unit VII. Assessment of Eye and Ear . . . 42
L. Unit VIII. Respiratory Assessment 44
M Unit IX. Cardiovascular Assessment . . . 46
N. Unit X. Assessment of Abdomen and Peripheral Vascular System . 48
O. Unit XI. Musculoskeletal Assessment . . . 50
P. Unit XII. Utilization of Human Needs Model to Identify and Analyze Data 51
Q. Unit XIII. The Complete Examination 52

8

Page

R. Unit XIV. Assessment of the Genitalia and Rectum 53

VII. **Course Outline (Nursing: Basic Needs Ia)** 54

A. Course Objectives 56
B. Units by Competencies 57
C. Time Allocation 59
D. Course Description 60
E. Unit IA. Mobility and Immobility 62
F. Unit IB. Mobility and Immobility 63
G. Unit IIA. Oxygenation 64
H. Unit IIB. Oxygenation 65
I. Unit III. Rest and Sleep 66
J. Unit IVA. Bowel Elimination 67
K. Unit IVB. Bowel Elimination 68
L. Unit V. Pain and Comfort 69
M. Unit VI. Skin Integrity 70
N. Unit VIIA. Safety 71
O. Unit VIIB. Safety 72
P. Unit VIII. Surgery, Anesthesia and Perioperative Nursing 73
Q. Unit IXA. Medication 74
R. Unit IXB. Medication 76
S. Unit X. Clinical Objective 77

VIII. **Course Outline (Nursing: Basic Needs Ib)** 78

A. Course Objectives 79
B. Units by Competencies 80
C. Course Description 83
D. Unit I. Medical Terminology 84
E. Unit II. Anatomy and Physiology 86
F. Unit III. Health Care Past and Present . . 88
G. Unit IV. Communication Skills 93
H. Unit V. Ethical-Legal 100
I. Unit VI. First Aid and Emergency Care . . 105
J. Unit VII. Vital Signs 108
K. Unit VIII. Infection Control and Asepsis . . 110
L. Unit IX. Safety and Mobility 116
M. Unit X. Health Career Math 122
N. Unit XI. Leadership Concepts and Skills . 124
O. Unit XII. Personal Qualities of a Health Care Worker 125
P. Unit XIII. Personal Care Skills 127
Q. Unit XIV. Nutrition 151

IX. **Course Outline (Nursing: Basic Needs II)** 152

A. Course Objectives 153
B. Units by Competencies 154
C. Time Allocation 155
D. Course Description 156

Page

E. Unit I. Circulation 158
F. Unit II. Regulation, Sensation and Perception 159
G. Unit III. Urinary Elimination 161
H. Unit IV. Fluids and Electrolytes 162
I. Unit V. Interpersonal Skills 163
J. Unit VI. Health Teaching 164
K. Unit VII. Mental Health 165
L. Unit VIII. Clinical Objectives 167

X. Course Outline (Nursing Through the Lifespan) . . 168

A. Course Objectives 169
B. Units by Competencies 170
C. Time Allocation 171
D. Course Description 172
E. Unit I. Nursing Care of the Young Adult . 174
F. Unit II. Nursing Care of the Childbearing Patient and Family 175
Unit II-A Maternity Nursing Skills 178
G. Unit III. Nursing Care of Children 179
H. Unit IV. Nursing Care of Elderly 181
I. Unit V. Clinical Objectives 182

XI. Course Outline (Entry Into Vocational Practice) . 183

A. Course Objectives 184
B. Units by Competencies 185
C. Time Allocation 186
D. Course Description 187
E. Unit I. Practical/Vocational Nursing Education 189
F. Unit II. The Health Care System 190
G. Unit III. Health Care Facilities and the Patient Care Team 191
H. Unit IV. Legally Responsible Nursing Practice 192
I. Unit V. Leadership, Management and Membership 193

XII. Facility 194

XIII. Equipment and Supplies 195

XIV. Bibliography 199

XV. Student Competency Profiles 201

XVI. Procedural Plan for Verifying Mastery of Competencies 211

OVERVIEW

The "2+2" Articulated Health Occupations Project is a coordinated effort by Paris Junior College, Northeast Texas Community College and Paris, Atlanta, Marshall and Mt. Pleasant Independent School Districts. The resulting curriculum represents a true "2+2" curriculum structured on the career ladder concept. It is a planned and articulated four year curriculum, spanning the junior and senior year of high school and the freshman-sophomore year of the postsecondary institution, which has eliminated overlap and duplication between the secondary and postsecondary health occupations programs. The competency-based health occupations "2+2" curriculum is designed to benefit the student and the allied health industry by providing a more knowledgeable, more highly skilled, and more marketable employee to work in the increasingly technological health environment.

The curriculum was developed through the input of local representatives of the allied health industry (Technical Advisory Committee), representatives from the State Licensing Boards for Vocational and Registered Nurses and the Texas Department of Health. Also representatives from the Texas Higher Education Agency provided valuable input and leadership. The spirit or cooperation between these made the development of this model "2+2" curriculum a reality.

PHILOSOPHY

This "2+2" competency-based articulated nursing curriculum supports and promotes the ideals of health education in secondary and postsecondary institutions. The curriculum is focused to meet the needs of the health industry along with the educational and cultural needs of the student, to reflect the unique needs of the community and to cooperate with the health care industry in promoting quality and excellence in Nursing.

The "2+2" articulated nursing curriculum has been built around five (5) key elements: Person, Society, Health, Nursing, and Nursing Education. In this framework, the person is seen as an integrated multidimensional being comprised of physiological, psychosocial, physical, cultural, and spiritual elements. This person, a complex being with interrelated systems, follows sequential and predictable stages of growth and development throughout the life cycle. As an open system, the person lives in a constantly changing environment, adapting to such change as necessary for survival. This individual is a holistic being, and is a part of a family which constitutes the basic unit of society.

The individual's environment/society is composed of people who share common characteristics, social needs, and physical settings. The person maintains an interdependent relationship with this complex environment/society, in which the give and take of social interactions occurs with family, significant others, and groups. Life experiences also impact the perception, strengths, and abilities of the person.

Health is defined by the individual, and individuals are responsible for their own life choices. Health is conceptualized as a continuum with "wellness and illness" at opposite extremes. Wellness is a continuous state of physical and emotional stability throughout the life span and not merely the absence of disease. Illness is defined as a maladaptive response to stressors and crises which decreases Man's ability to maintain/achieve wellness.

Nursing is an autonomous discipline with a theoretical foundation, which is operational through the application of the nursing process to assess the client and utilize the assessment data to plan, implement, and evaluate an individual nursing care plan for each patient/client. Nursing activities range from the simple to the complex, include teaching and preventive care, and consist primarily of providing direct nursing car based upon the cultural orientation of the patient/client.

Nursing is an interpersonal, therapeutic, and helping process in which understanding and communication are essential. The nurse-patient relationship is a growth process in which the nurse acts as a facilitator to assist the patient and/or family grow in the direction of their choice. Nursing is a relationship that is established purposefully, maintained deliberately and ended with care, based on the individualized needs of the client.

Nursing Education occurs in both a secondary and/or postsecondary institution of learning. Support courses at all levels are crucial to create a well-rounded nursing education, as well as the personal growth of the student. Teaching-learning is an active shared process between the student and the faculty. Learning progresses from the basic to the more complex, from the familiar to the new and from commonalities to differences. Clinical learning is provided in a variety of settings, with clients who provide students with the opportunity to apply theoretical knowledge in the practice environment.

CONCEPTUAL FRAMEWORK

The "2+2" competency-based articulated nursing curriculum utilizes the human needs approach to provide a vehicle for the person who becomes a client/patient. This approach incorporates the nursing process, adapts well to a variety of conceptual frameworks, and has proved successful in building a strong foundation for nursing students.

In this curriculum, a human need is conceptualized as a requirement that allows the person to function and grow. This definition incorporates the full range of an individual's needs - physical, psychological, social, and spiritual - and stresses that nursing involves caring for the whole person, who remains independent and autonomous. In this curriculum human needs are delineated under the categories of safety needs, psychosocial needs, physiological needs, and special needs.

The safety of patients underlies all tasks and interventions, and encompasses both physical and psychological aspects essential for the patient's sense of well-being. This category includes such topics as environmental safety, medication administration, legal/ethical issues, and competence in planning organizing and implementing care.

The category of psychosocial needs reflects the holistic nature of the client and includes the need for identity, good mental health, and a system of values and beliefs. Assessing and meeting these needs require sensitivity and effective communication on the part of the nurse. Topics encompassed in this category include the aspect of growth and development, teaching-learning principles, social-cultural differences, control, dependency, and sexuality.

Meeting physiological needs requires awareness, knowledge, and skill since physiological requirements for health may be overt (oxygenation) or covert (nutrition). Satisfying physiological needs also requires that the nurse coordinate activities of other members of the health care team. Included in this category are the topics of freedom from infection, hygiene, activity/rest/sleep/nutrition/elimination, oxygenation, circulation, fluids and electrolytes, and regulation/sensation.

In addition to the psychosocial and physiological needs, there are special needs that pertain to patients in the care setting. These needs affect the quality of life. Examples of these needs include freedom from pain, grieving and loss, and terminal illness.

In this framework, the student is helped to recognize that nurses also have needs. The most effective nurses are holistically well-balanced individuals who are able to identify their own personal and professional needs and seek healthy ways of fulfilling them.

A problem is defined as the situation that develops when a need is not satisfied; this is the basis of nursing diagnosis and care planning keeping in mind that immediate needs must be met before higher level needs can arise and can give direction to nursing care. For example, the guiding principle in establishing priorities for care is that the nurse must first help the patient meet physiological needs. The nurse may also prevent problems by foreseeing when the fulfillment of essential needs may be threatened, i.e., preoperative teaching to prevent postoperative complications.

Just as no two patients are alike, no condition remains static. Adaptive forces are those elements which help to maintain or restore physiological and psychosocial balance or homeostasis. These forces may be internal (temperature regulation) or external (the use of groups to maintain social stability). The nurse serves as an adaptive force for patients by providing care that answers needs and helps maintain homeostasis. When the patient's adaptive forces and those of the nurse and other care givers are effectively mobilized, the patient becomes healthier and functions better.

OCCUPATIONAL OBJECTIVE(S)

Registered Nurse:

This model "2+2" articulated curriculum for registered nurse is designed to produce an individual, beginning at grade 11 and terminating at grade 14, with skills, knowledge and abilities sufficient to sit for the National Licensure Examination for Registered Nurse and who performs safely and effectively in a variety of clinical settings as a professional nurse within the bounds of the Nurse Practice Act. Graduates will be able to care for patients with multidimensional health care needs/problems.

Licensed Vocational Nurse:

The curriculum is designed to produce an individual capable of using technical skills and providing bedside care for patients of all ages within the bounds of the Vocational Nurse Act. The curriculum will prepare students to sit for the National Licensure Examination for Practical Nurses.

Nurse Aide:

To produce individuals with basic skills and knowledge to provide nursing care as a nurse aide to provide the student with sufficient knowledge and skills to pass a manual skills and written examination administered by the Texas Department of Health for Registry as a Nurse Aide.

GRADE 11 - HEALTH CAREERS I FOR "2+2" REGISTERED NURSE PROGRAM

Objective:

The student will be provided the opportunity to develop and demonstrate the beginning level knowledge and skills for the occupation of a registered nurse in the "2+2" Articulated Health Occupations Program.

Course Description:

This is a one-year program that combines academic and clinical experience. Students will receive classroom instruction which includes lecture, classroom laboratory and individualized study, that focuses on the basic knowledge and skills of medical terminology, communication skills, ethical and legal issues, employment skills, safety and mobility, leadership and personal quality concepts and skills. Basic knowledge and skills in anatomy and physiology, first aid and emergency care, vital signs, infection control and asepsis, health career math and patient personal care skills are included. In addition the student will receive clinical experience in a licensed health care facility.

Students must complete this course to articulate to the next level in the "2+2" Articulated Health Occupations Program for the registered nurse.

A 12th grade student may enroll in this course, but would not be eligible to pursue the "2+2" Program for a registered nurse.

GRADE 12 - HEALTH CAREERS II
FOR "2+2" REGISTERED NURSE PROGRAM

Objective:

The student will have the opportunity to develop and demonstrate mastery of the knowledge and skills necessary to articulate to the postsecondary level for continued training as a registered nurse.

Course Description:

This is the second year of the "2+2" Articulated Health Occupations Program for Registered Nurses. Students must demonstrate mastery of the competencies taught in Grade 11 before enrolling in this course. This course will combine advanced academic and clinical experience in the areas of medical terminology, communication skills, health care history, safety and mobility, employment skills, and leadership concepts and skills. Also, anatomy and physiology, ethical-legal, first aid and emergency care, vital signs, infection control and asepsis, health career math, nutrition and patient personal care skills are included in preparation for entering the RN program at the postsecondary level.

Students will receive classroom instruction which includes lectures, classroom laboratory, and individualized study. In addition the student will receive clinical experience in a licensed health care facility.

Students may exit from the program at the end of the 12th grade and be eligible to take the state examination to become a nurse aide, providing the secondary health occupations program has been approved as a training program for nurse aide by the Texas Department of Health.

Upon completion of this course students may articulate to the postsecondary level for continued training as a registered nurse.

COURSE DESCRIPTIONS

NURSING PROCESS:

A 2 hour course focusing on theories of nursing practice, scope and standards of practice, beginning problem solving and the nursing process. Initial physical assessment, care planning, documentation, transcultural considerations, communication, and introductory patient teaching are included.
(1 hours lecture/3 hours lab per week)
* Course required for ADN and LVN curriculums.

NURSING: BASIC NEEDS Ia

A 2 or 6 hour course focusing on bio-psycho-social needs of medical-surgical patients focusing on all age groups. Emphasis is on application of the nursing process in a clinical setting for patients with needs relating to mobility, oxygenation, rest, bowel elimination, comfort, skin integrity, and safety. Discussion is conducted on surgical nursing. Principles of pharmacology, medication administration, and nutrition will be presented. "2+2" students completing this course will receive 2 semester hours credit with 4 hours held in escrow.
(3 hours lecture/9 hours lab and clinical per week)
* Required for ADN and LVN curriculums.

NURSING: BASIC NEEDS Ib

This course combines with Nursing: Basic Needs Ia for the non-"2+2" or generic student. Students will receive instruction that focuses on the basic knowledge and skills of medical terminology, communication skills, ethical and legal issues, safety and mobility, and health care past and present. Basic knowledge and skills in anatomy and physiology, first aid and emergency care, vital signs, infection control and asepsis, health career math and patient personal care skills are included. Students completing Basic Needs Ia and Ib will receive 6 semester hours of credit.
* Required for ADN and LVN curriculums.

NURSING: BASIC NEEDS II

(A continuation of Nursing: Basic Needs I)
A 6 hour course that applies to bio-psycho-social needs of patients in all age groups relating to circulation, physical regulation, sensation, perception, urinary elimination, fluid and electrolyte imbalance, and mental health. Focus is on applying theory of the nursing process to clinical problem solving. Emergency care is also included. Pharmacotherapy and nutrition are included with appropriate content.
(3 hours lecture/9 hours lab and clinical per week)
* Course required for ADN and LVN curriculums.

NURSING THROUGH THE LIFESPAN

A 6 hour course focusing on a nursing process approach to the bio-psycho-social needs of pediatric, adult and elderly patients, and families. Consideration is given to reproductive and obstetrical nursing. Alteration in health within the ages are included. (4 hours lecture/6 hours clinical per week).
* Course is required for ADN and LVN curriculums.

NURSING: COMPLEX NEEDS I

An 7 hour course assisting the student in analysis and evaluation of the nursing process for patients with complex disorders in integumentary, respiratory, gastrointestinal, musculoskeletal, immune, and sensory systems. Decision making skills and clinical problem solving are emphasized. Psychosocial considerations, pharmacotherapy, nutrition, safety, and advance skills are included within the units.
(4 hours lecture/12 hours lab and clinical per week)
* Course is required for ADN curriculum.

NURSING: COMPLEX NEEDS II

(A continuation of Nursing: Complex Needs I)
An 7 hour course that includes concepts of advanced medical-surgical nursing. Complex needs of patients with disorders of cardiovascular, neurological, endocrine, renal, and multisystem/emergency disorders across the lifespan are presented. A nursing process approach and critical thinking skills are expected. Psychosocial considerations, pharmacotherapy, nutrition, and safety skills are included within the units.
(4 hours lecture/12 hours clinical per week)
* This course is required for the ADN curriculum.

ENTRY INTO VOCATIONAL PRACTICE:

Trends, issues, and ethical-legal issues are covered within this 4 hour course. Communication and management skills required of vocational nurses are discussed. The clinical component focuses on utilizing previous skills in the coordination and performance of patient care and nursing process at an application/analysis level
(1 hours lecture/9 hours clinical per week)
* Course is required for LVN Curriculum.

ENTRY INTO PROFESSIONAL PRACTICE:

Trends, issues and ethical-legal concepts of professional nursing are covered within this 4 hour course. Consideration is given to leadership, team management, advanced communication, and patient teaching concepts utilized in the care of groups of patients. The clinical component focuses on analysis and evaluation of a nursing process approach to patient care.
(1 hours lecture/9 hours clinical per week)
Course required for ADN curriculum.

OCCUPATION: REGISTERED NURSE

JOB DESCRIPTION: REGISTERED NURSE

The registered nurse renders professional nursing care to patients independently or in conjunction with care provided by physicians and other health care providers pursuant to the objectives and policies of the employing institution. Functions autonomously in order to carry out the decision making process.

Utilizes the nursing process to provide care to patients in a variety of health care settings. Collects data about patients, identifies specific needs/problems, develops and maintains plan of care, implements a plan of action, and evaluates outcomes of the interventions. Performs nursing techniques for the comfort and well-being of the patient. Assists with treatments and procedures according to physician's orders and nursing care plans. Observes, records, and reports to supervisor or physician patients' conditions and reactions to drugs, treatments, and significant incidents. Maintains patients' medical records on nursing assessments, actions taken and patient responses. Maintains patient and staff confidentiality.

Provides emotional support to patient, family and significant others. Explains procedures and treatments ordered to gain patients' cooperation and allay apprehension. Educates patients and significant others on an ongoing basis including discharge planning and follow-up treatment. Functions as a patient advocate and a member of a multi-disciplinary team.

Serves as a positive role model and accepts responsibility in managing, supervising, and teaching Licensed Vocational Nurses, Nursing Assistants, Orderlies, and students. Delegates duties effectively. Demonstrates nursing techniques and procedures, and assists other personnel in rendering nursing care to patients. Effectively communicates with members of the multidisciplinary team.

Curriculum Objective:

The curriculum is designed to produce an individual with skills, knowledge, and abilities sufficient to sit for the National Council Licensure Examination for Registered Nurses and who performs safely and effectively in a variety of clinical settings as a professional nurse within the bounds of the Nurse Practice Act. Graduates will be able to care for patients with multidimensional health care needs/problems.

COURSES BY GRADE LEVEL AND CREDIT FOR RN

		Grade	Credits
Secondary			
	Health Careers I	11	2 - 3
*	Health Careers II	12	2 - 3
			4 - 6

SECONDARY PREREQUISITES FOR RN PROGRAM

Algebra I
Geometry
Algebra II

Physical Science
Biology I
Chemistry
Anatomy and Physiology or Biology II

* Eligible to sit for State Examination for Nurse Aide Registry.

Postsecondary

		Grade	Credit
	Nursing Process	13	2
*	Nursing: Basic Needs Ia - Ib	13	2 - 6
	Nursing: Basic Needs II	13	6
	Nursing Through the Life Span	13	6
* *	Entry into Vocational Practice (LVN option)	13	(4)
	Nursing: Complex Needs I	14	7
	Nursing: Complex Needs II	14	7
	Entry to Professional Practice	14	4
			38 - 42

* Specific course objectives will be developed for the "2+2" student in Nursing: Basic Needs 1a. Four semester hours of credit will be held in escrow for Nursing: Basic Needs 1a for the student who has completed Health Careers I and II at the secondary level and will be placed on the student(s) academic record upon completion of Nursing: Basic Needs II and Nursing Through the Life Span with a grade of 75 or above in each course. (2 semester hours + 4 escrow = 6 semester hours).

* Specific objectives will be developed for the non "2+2" Student in Nursing: Basic Needs lb. (6 semester hours).

POST-SECONDARY - SUPPORT COURSES FOR RN and LVN PROGRAM

	Grade 13	14	Credit Hours
Introduction to Psychology	x		3
Computers in Nursing	x		1
Anatomy and Physiology I	x		4
Anatomy and Physiology II	x		4
College English	x		3
Chemistry		x	4
Sociology		x	3
Microbiology		x	4
Human Growth and Development		x	3
			29

Total
LVN Credit Hours 35 - 39
RN Credit Hours 67 - 71

* * End grade 13---Eligible to sit for National Council Licensure Examination for Practical Nurses

OCCUPATION: LICENSED VOCATIONAL NURSE

GENERIC JOB DESCRIPTION: LICENSED VOCATIONAL NURSE

A Licensed Vocational Nurse performs nursing tasks for which specific skills have been developed. Nursing care is provided to patients under the direction of the Registered Nurse or physician. An LVN may perform delegated tasks independently based upon the level of competence. The LVN effectively communicates in interpersonal relationships with patients, families, and other members of the health care team. The nursing process is utilized as a basis for developing and implementing a goal-oriented plan of care. The LVN may perform other duties as directed by the employing institution's policies.

CURRICULUM OBJECTIVE:

The curriculum is designed to produce an individual capable of using technical skills and providing bedside care for patients of all ages within the bounds of the Vocational Nurse Act. The curriculum will prepare students to sit for a National Council Licensure Examination for Practical Nurses.

EXIT POINT FOR LVN

Students may exit from the 2+2 Articulated Health Occupations Program to become a Licensed Vocational Nurse, by successfully completing the following courses and be eligible to sit for the National Council Licensure Examination for Practical Nurses.

COURSE TITLES:	Grade	Credits
Secondary		
Health Careers I	11	2 - 3
Health Careers II	12	2 - 3
		4 - 6
Postsecondary		
Nursing Process	13	2
* Nursing: Basic Needs Ia - Ib	13	2 - 6
Nursing: Basic Needs II	13	6
Nursing Through the Life Span	13	6
Entry to Vocational Practice	13	4
		20 - 24

* Specific course objectives will be developed for the "2+2" student in Nursing: Basic Needs 1a. Four semester hours of credit will be held in escrow for Nursing: Basic Needs 1a for the student who has completed Health Careers I and II at the secondary level and will be placed on the student(s) academic record upon completion of Nursing: Basic Needs II and Nursing Through the Life Span with a grade of 75 or above in each course. (2 semester hours + 4 escrow = 6 semester hours).

*** Specific objectives will be developed for the non "2+2" Student in Nursing: Basic Needs lb. (6 semester hours).**

Postsecondary - Support Courses	13	14	Credit Hours
Anatomy and Physiology I	x		4
Introduction to Psychology	x		3
Anatomy and Physiology II	x		4
Computers in Nursing	x		1
College English	x		3
			15

OCCUPATION: NURSE AIDE

JOB DESCRIPTION:

A nurse aide or first level of this curriculum is the basic foundation upon which all of the following nursing education levels will rely. This level is best described as task oriented, with a beginning basic knowledge of underlying Nursing theory.

The nurse aide should demonstrate emotional maturity and a true concern for the well-being of another. The nurse aide performs task involved in providing nursing and personal care to patients under the supervision of qualified nursing staff members. Emphasis is on maintenance of daily living activities of these patients. The nurse aide should recognize and accept his/her limitations.

Nurse Aides are an integral and vital part of the health care team, since they are involved directly in the physical care of the patient.

It is expected that with the solid background offered the nurse aide by this curriculum, that he/she will be highly competent to function as a nurse aide.

CURRICULUM OBJECTIVE:

To produce individuals with skills and knowledge to provide basic nursing care.

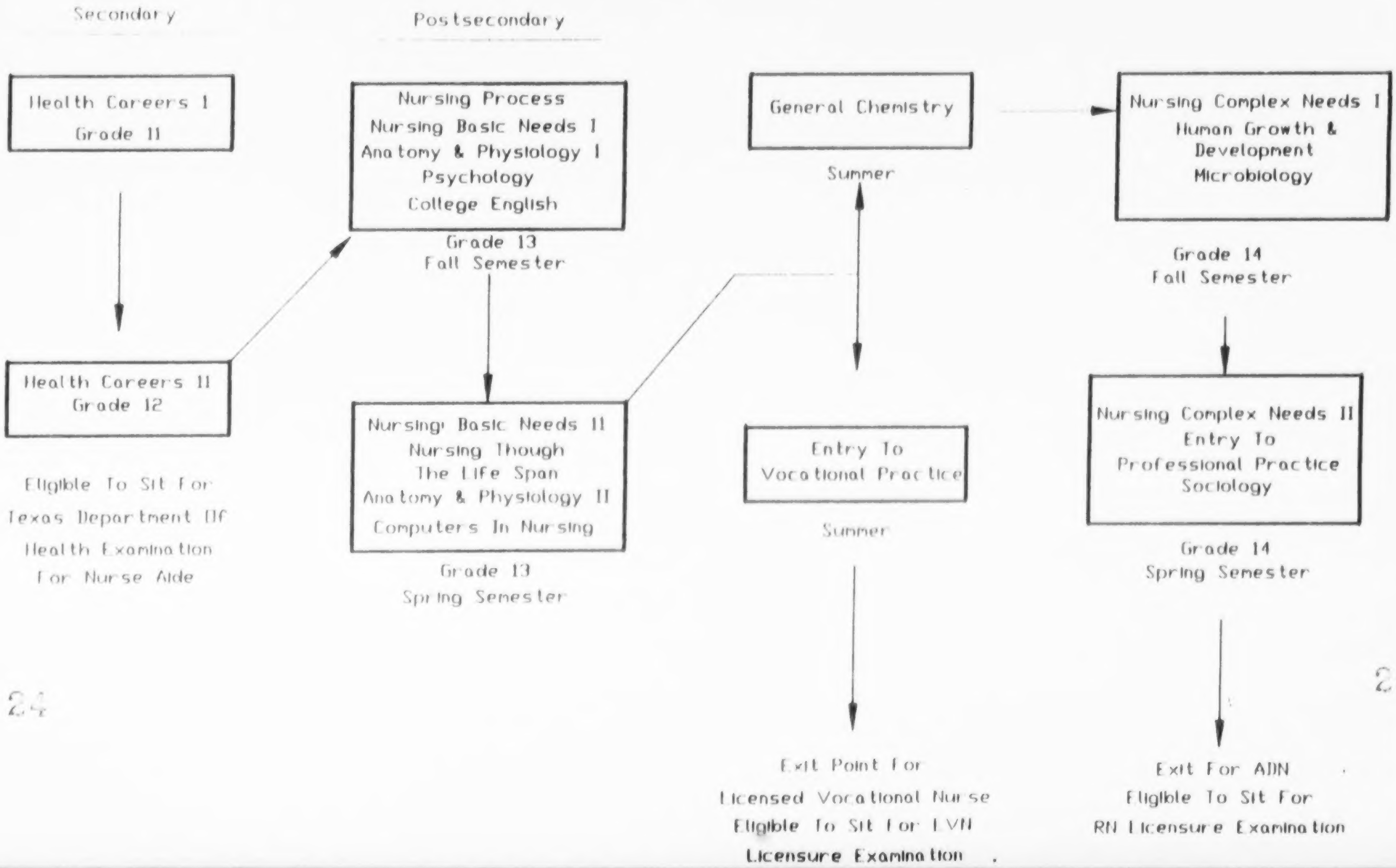
To provide the student with sufficient knowledge and skills to pass a manual skills and written examination administered by the Texas Department of Health for Registry as a Nurse Aide.

SECONDARY PREREQUISITIES::

Health Careers I

Other courses as determined by the student, parent, and counselor.

Curriculum Flow Chart With Exit Points For Nurse Aide, Licensed Vocational Nurse And Registered Nurse



Secondary

Postsecondary

Health Careers I
Grade 11

Health Careers II
Grade 12

Eligible To Sit For
Texas Department Of
Health Examination
For Nurse Aide

Nursing Process
Nursing Basic Needs I
Anatomy & Physiology I
Psychology
College English

Grade 13
Fall Semester

Nursing Basic Needs II
Nursing Though
The Life Span
Anatomy & Physiology II
Computers In Nursing

Grade 13
Spring Semester

General Chemistry

Summer

Entry To
Vocational Practice

Summer

Exit Point For
Licensed Vocational Nurse
Eligible To Sit For LVN
Licensure Examination

Nursing Complex Needs I
Human Growth &
Development
Microbiology

Grade 14
Fall Semester

Nursing Complex Needs II
Entry To
Professional Practice
Sociology

Grade 14
Spring Semester

Exit For ADN
Eligible To Sit For
RN Licensure Examination

Registered Nurse Curriculum
(2+2 Student)

Freshman Year

Fall Semester	Lecture	Lab.	Credit
Nursing Process	1	3	2
* Nursing: Basic Needs Ia	1	3	2
College English	3	0	3
Anatomy and Physiology I	3	4	4
Psychology	3	0	3
			14

Spring Semester	Lecture	Lab.	Credit
Nursing: Basic Needs II	3	9	6
Nursing Through the Life Span	4	6	6
Anatomy and Physiology II	3	4	4
Computers in Nursing	0	1	1
			17

Summer	Lecture	Lab.	Credit
General Chemistry	3	4	4

Sophomore Year

Fall Semester	Lecture	Lab.	Credit
Nursing: Complex Needs I	4	12	7
Human Growth and Development	3	0	3
Microbiology	3	4	4
			14

Spring Semester	Lecture	Lab.	Credit
Nursing: Complex Needs II	4	12	7
Entry to Professional Practice	2	6	4
Sociology	3	0	3
			14

* Specific course objectives will be developed for the "2+2" student in Nursing: Basic Needs Ia.

Four semester hours of credit will be held in escrow for Nursing: Basic Needs Ia for the student who has completed Health Careers I and II at the secondary level and will be placed on the student(s) transcript upon completion of Nursing: Basic Needs II (6 hrs.) and Nursing Through the Life Span (6 hrs.) with a grade of 75 or above in each courses.

Total Semester Hours 67

Registered Nurse Curriculum
(Non 2+2 Student)

Freshman Year

Fall Semester	Lecture	Lab.	Credit
Nursing Process	1	3	2
* Nursing: Basic Needs Ia-Ib	3	9	6
English	3	0	3
Anatomy and Physiology I	3	4	4
Psychology	3	0	3
			18

Spring Semester	Lecture	Lab.	Credit
Nursing: Basic Needs II	3	9	6
Nursing Through the Life Span	4	6	6
Anatomy and Physiology II	3	4	4
Computers in Nursing	0	1	1
			17

Summer	Lecture	Lab.	Credit
General Chemistry	3	4	4

Sophomore Year

Fall Semester	Lecture	Lab.	Credit
Nursing: Complex Needs I	4	12	7
Human Growth and Development	3	0	3
Microbiology	3	4	4
			14

Spring Semester	Lecture	Lab.	Credit
Nursing: Complex Needs II	4	12	7
Entry to Professional Practice	2	6	4
Sociology	3	0	3
			14

Total Semester Hours 67

* Specific course objectives will be developed for the non "2+2" student in Nursing: Basic Needs Ib.

Licensed Vocational Nurse Curriculum
(2+2 Student)

Freshman Year

Fall Semester	Lecture	Lab.	Credit
Nursing Process	1	3	2
* Nursing Basic Needs Ia	1	3	2
Anatomy and Physiology I	3	4	4
Introduction to Psychology	3	0	3
College English	3	0	3
			14

Spring Semester	Lecture	Lab.	Credit
Nursing: Basic Needs II	3	9	6
Nursing Through the Life Span	4	6	6
Anatomy and Physiology II	3	4	4
Computers in Nursing	0	1	1
			17

Summer	Lecture	Lab.	Credit
Entry to Vocational Practice	2	6	4

Four semester hours of credit will be held in escrow for Nursing: Basic Needs Ia for the student who has completed Health Careers I and II at the secondary level and will be placed on the student(s) transcript upon completion of Nursing: Basic Needs II (6 hrs.) and Nursing Through the Life Span (6 hrs.) with a grade of 75 or above in each courses.

Total Semester Hours 39

* Specific course objectives will be developed for the "2+2" student in Nursing: Basic Needs Ia.

Licensed Vocational Nurse Curriculum
(Non 2+2 Student)

Freshman Year

Fall Semester	Lecture	Lab.	Credit
Nursing Process	1	3	2
* Nursing: Basic Needs Ia-Ib	3	9	6
Anatomy and Physiology I	3	4	4
Introduction to Psychology	3	0	3
College English	3	0	3
			18

Spring Semester	Lecture	Lab.	Credit
Nursing: Basic Needs II	3	9	6
Nursing Through the Life Span	4	6	6
Anatomy and Physiology II	3	4	4
Computers in Nursing	0	1	1
			17

Summer	Lecture	Lab.	Credit
Entry to Vocational Practice	2	6	4

Total Semester Hours 39

* Specific course objectives will be developed for the non "2+2" student in Nursing: Basic Needs Ib.

DEFINITION OF TERMS

Advisory Committee: A group of employers and employees from outside the field of education who advise educators on the establishment and ongoing operation of training programs.

Affective Domain: Attitude, emotion, values clarification and appreciation objectives are included in the affective domain.

Articulation: Is a planned process linking technical/vocational programs and services to assist students in making a smooth transition from secondary to postsecondary institutions without experiencing delays or duplication of learning.

Cognitive Domain: Knowledge, thinking, understanding and problem solving objectives are included in the cognitive domain.

Competency-Based Education: Is designed to teach job related clusters of skills and knowledge, the mastery of which the basis upon which the student is evaluated, competency-based programs must possess the following characteristics:

1. Involvement of business and industry in the determination of the job competencies and the expected performance levels required for successful employment within a defined job or cluster of jobs.
2. Course sequence which allows the mastery of competencies leading to the satisfactory performance of all identified job competencies.

Competency: A grouping of tasks, knowledge, and attitudes needed for the performance of a job or function. The performance of a job or function may require the use of one or more competencies.

Criterion Referenced Evaluation: A testing (evaluation) technique that measures an individual's performance against a predetermined standard.

Course: Organized subject matter in which instruction is offered within a given period of time, and for which credit toward graduation or certification is usually given.

Course of Study: (1) Strictly, an official guide prepared for use by administrators, supervisors, and teachers of a particular school or school system as an aid to teaching in a given subject or area of study for given grade, combination of grades, or other designated class or instruction group; may include the aims of the course, the expected outcomes, and the scope and nature of the materials to be studied, with suggestions as to suitable instructional aides, textbooks, supplementary reading, activities, suggested learning experiences, teaching methods, and measurement of achievement; (2) sometimes loosely and incorrectly used as a synonym for curriculum.

Curriculum - pL Curricula: (1) A systematic group of courses or sequences of subjects required for graduation or certification in a major field or study, for example, social studies curriculum, physical education curriculum; (2) a general overall plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for graduation or certification or for entrance into a professional or a vocational field;

(3) a group of courses and planned experiences which a student has under the guidance of the school or college: may refer to what is intended, as planned courses and other activities or intended opportunities or experiences, or to what was actualized for the learner, as in actual educational treatment or all experiences of the learner under the direction of the school.

Curriculum Guide: A substitute for a formal course of study in which desirable content is suggested rather than prescribed; includes important goals and a variety of learning experiences, teaching aids, and evaluation techniques from which those considered best suited to a particular situation may be selected.

Element: The smallest step into which it is practicable to subdivide any work activity without analyzing separate motions, movements, and mental processes.

Essential Element: As used in this report an essential element is interpreted to mean; (1) fundamental skills/knowledge which are central (core) to the objectives of the instruction or curriculum being pursued; (2) a course of study; or (3) a unit of instruction if the course is of more than one semester in length.

Exit Points: Are specified points in the sequence of courses for a technical or occupational program at which a student may exit the program, receive a certificate, and possess the competencies required for employment in an identified occupation.

Individualized Instruction: A method of instruction that takes the needs and learning styles of the individual student into consideration to determine his/her best learning method. Instruction is said to be individualized as long as instructional decisions are based on meeting the learning needs of the individual student.

Job or Function: The major divisions of an occupation. Examples of the jobs or functions of a teacher are instruction, student guidance, professional development, etc. A job or function may be composed of one or more competencies necessary to complete a job or function.

Knowledge Test: A test used to assess mastery of knowledge (cognitive) tasks including both written and oral testing.

Mastery: A level of performance or achievement that meets a specified occupational standard.

Occupation: A specific occupation in an occupational division. A vocational instructor (teacher) is a specific occupation in the occupational division of education.

Occupational Division: Divisions or occupational areas within an occupational field or category. Education is a division of the field of professional occupations.

Occupational Field: A categorical clustering of occupations such as professional occupations, agricultural occupations, etc.

Performance Objective: A statement which describes what the learner must do to demonstrate mastery of a task. A performance statement contains a condition behavior, and a standard.

Performance Test: A test used to assess a student's mastery of a psychomotor skill.

Program Instructional: (1) An outline of the contemplated procedures, courses, and subjects offered by a school over a given period of time.

Program School: (1) The entire offering of the school. Including the out-of-class activities, and the arrangement or sequence of subjects and activities; syn. educational program; (2) syn. program of studies.

Program Vocational: A planned sequence of courses and/or activities to meet an occupational training objective. As used in this project they are defined and coded in the Classification of Instructional Programs, NCES, 1981.

Psychomotor Domain: Skill performance and "hands on" manipulative objectives are included in the psychomotor domain.

Task: Is composed of one or more elements and is a distinct and identifiable activity that constitutes logical and necessary steps in the performance of work.

"2+2" Programs: Are articulated, competency-based technical and vocational programs which link the last two years of secondary education with the first two years of postsecondary education to create a strong four-year curriculum which produces graduates with advanced skills. This type of articulation streamlines occupational program fundamentals in order to make room in the two-year postsecondary curriculum to teach more advanced technical skills than students would normally receive in a traditional or time-shortened program.

CURRICULUM OBJECTIVES

1. To develop a body of subject matter and planned learning experiences to prepare students for the nursing profession.

2. To relate this subject matter and learning experiences to be supportive to the health professionals.

3. To prepare students with competencies to assist qualified health professionals in providing diagnostic, therapeutic, preventive, restorative and rehabilitative services to patients in health care facilities.

BASIC COURSE OUTLINE

GRADE 13

NURSING PROCESS

NURSING PROCESS

COURSE OBJECTIVES

Upon successful completion of this course, the learner will be able to:

1. Integrate knowledge from physical and behavioral sciences in the assessment process.
2. Perform by means of interviewing and communication skills, a comprehensive health history.
3. Perform physical assessment skills at a screening level.
4. Describe the pathophysiology for the identified physical assessment finding.
5. Develop a nursing process paper directed toward health maintenance.

COMPETENCIES FOR NURSING PROCESS

I. CONCEPTS AND THEORIES OF NURSING PRACTICE

Demonstrate an understanding of the scope and standards of nursing.

II. COMMUNICATION

Perform by means of interviewing and communication skills, a comprehensive patient's health history.

III. TECHNIQUES OF PHYSICAL ASSESSMENT

Demonstrate physical assessment skills at a screening level, and perform the general and mental status examinations.

IV. NEUROLOGICAL ASSESSMENT

Perform a comprehensive neurological assessment at the screening level.

V. ASSESSMENT OF SKIN AND LYMPHATICS

Perform a comprehensive assessment of the skin and lymphatic system at a screening level.

VI. ASSESSMENT OF HEAD, FACE AND NECK

Perform a comprehensive assessment of the head, face and neck at a screening level.

VII. ASSESSMENT OF EYE AND EAR

Perform a comprehensive assessment of the eye and ear at a screening level.

VIII. RESPIRATORY ASSESSMENT

Perform a comprehensive respiratory assessment at a screening level.

IX. CARDIOVASCULAR ASSESSMENT

Perform a comprehensive cardiovascular assessment at a screening level.

X. ASSESSMENT OF ABDOMEN AND PERIPHERAL VASCULAR SYSTEM

Perform a comprehensive abdominal and peripheral vascular assessment at a screening level.

XI. MUSCULOSKELETAL ASSESSMENT

Perform a comprehensive MUSCULOSKELETAL assessment at a screening level.

XII. UTILIZATION OF HUMAN NEEDS MODEL TO IDENTIFY AND ANALYZE DATA

Interpret the human needs model as an organizer of nursing process to develop an individualized nursing care plan.

XIII. THE COMPLETE EXAMINATION

Perform a detailed head-to-toe physical examination of an adult patient at a screening level.

XIV. ASSESSMENT OF THE GENITALIA AND RECTUM

Describe the examination procedures and normal findings for a comprehensive assessment of the genitalia and rectum at a screening level.

SUGGESTED TIME FRAME

NURSING PROCESS

I.	Concepts and Theories of Nursing Practice	1 week
II.	Communication	1 week
III.	Techniques of Physical Assessment	1 week
IV.	Neurological Assessment Examination I	1 week
V.	Assessment of Skin and Lymphatics	1 week
VI.	Assessment of Head, Face and Neck	1 week
VII.	Assessment of Eye and Ear	1 week
VIII.	Respiratory Assessment Examination II	1 week
IX.	Cardiovascular Assessment	1 week
X.	Assessment of Abdomen and Peripheral Vascular System	1 week
XI.	Musculoskeletal Assessment Examination III	1 week
XII.	Utilization of Human Needs Model to Identify and Analyze Data	1 week
XIII.	The Complete Examination	1 week
XIV.	Assessment of the Genitalia	1 week
	Final Examination	1 week
		15 weeks

COURSE DESCRIPTION

NURSING PROCESS:

A 2 hour course focusing on theories of nursing practice, scope and standards of practice, beginning problem solving and the nursing process. Initial physical assessment, care planning, documentation, transcultural considerations, communication, and introductory patient teaching are included.
(1 hours lecture/3 hours lab per week)
* Course required for ADN and LVN curriculums.

UNITS OF STUDY

I. Concepts and Theories of Nursing Practice

II. Communication

III. Techniques of Physical Assessment

IV. Neurological Assessment

V. Assessment of Skin and Lymphatics

VI. Assessment of Head, Face and Neck

VII. Assessment of Eye and Ear

VIII. Respiratory Assessment

IX. Cardiovascular Assessment

X. Assessment of Abdomen and Peripheral Vascular System

XI. Musculoskeletal Assessment

XII. Utilization of Human Needs Model to Identify and Analyze Data

XIII. The Complete Examination

XIV. Assessment of the Genitalia and Rectum

COURSE: NURSING PROCESS

Unit I: Concepts and Theories of Nursing Practice

Terminal Objective: -

Given proper text and case examples, the learner will demonstrate understanding of the scope and standards of nursing practice, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s) The learner will:

Cognitive:

1. Discuss the need for health assessment within the practice of nursing.
2. Discuss the focus on wellness of the whole person in the practice of nursing.
3. Describe the phases of the nurse-client relationship.
4. Interpret the human needs model as an organizer of nursing process.
5. Define steps of the nursing process and correlate them to the steps in scientific problem solving.
6. Contrast medical diagnosis and nursing diagnosis.
7. Discuss nursing process as a means of improving accountability in nursing practice.

Laboratory:

1. Evaluate care plans with an RN or other health care professionals.
2. Update and alter care plans to meet patients changing needs.
3. Utilize NANDA or other approved list of nursing diagnosis.
4. Plan care for individual patients.
5. Compose nurses notes.
6. Extract appropriate nursing diagnosis and interventions from information gathered in assessment and interview.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL
HANDOUTS
OVERHEADS
SIMULATIONS
(   ) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES: Chart forms (nurses notes)
Handouts/transparencies of case situations
and examples of nursing process, charting, etc.
Scripts for simulations

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING PROCESS

Unit II: Communication

Terminal Objective:

> Given proper text, examples, and demonstrations, the learner will perform by means of interviewing and communication skills, a comprehensive health history achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective (s) The learner will:

Cognitive:

1. Define communication, giving examples of verbal and non verbal modes.
2. Identify psychological, sociocultural, and physiological factors influencing communication.
3. Distinguish between functional and dysfunctional communication.
4. Distinguish therapeutic communication techniques from nontherapeutic.
5. Identify essential behaviors for establishing an effective nurse/client relationship.
6. Discuss effective modes of communication with those patients having difficulty.
7. Translate a medical term into a language that a patient can understand.
8. Discuss the purpose and general content of each major topic of the health history.
9. Relate knowledge of human growth and development, nutrition, and cancer screening to the client assessment.

Laboratory:

1. Utilize therapeutic communication, techniques in a client interview, interpreting nonverbal communication accurately.
2. Communicate activities during and after procedures and examinations.
3. Obtain consent for nursing care.
4. Communicate with patients demonstrating defense mechanisms and psychosocial problems that affect interaction.
5. Provide beginning patient education consistent with knowledge base.
6. Respond in a thorough manner to patient questions.
7. Participate in communication of patient data through charting and reporting.
8. Collect health history data (e.g., food/other allergies, activity tolerance).
9. Record data in complete concise, and legible manner, using appropriate abbreviations and format, on the health history form.
10. Recognize differences in assessment and diagnostic values for different age groups.
11. Utilize objectives 1-6 from unit on concepts and theories of nursing practice.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(   ) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

Chart forms (nurses notes)
Health history tool
Case studies
Scripts for communication exercises
Each student performs a health history on partner, and begins a nursing care plan using nursing process; findings from health history are documented in nursing notes.

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING PROCESS

UNIT III: Techniques of Physical Assessment

Terminal Objective:

Given proper text, examples and demonstrations, the learner will demonstrate physical asessment skills at a screening level, and perform the general and mental status examinations, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

Cognitive:

1. Explain the technique of inspection using the following observations: shape, symmetry, color, texture, location, position, odor, size, mobility and quantity.
2. Explain the technique of palpation in relation to: temperature, vibration, position, consistency, texture, form, size, tenderness, tremor, crepitus, moisture and mobility.
3. Explain the technique of percussion in relation to: vibration, intensity, pitch, quality, and duration.
4. Explain the technique of auscultation in relation to: sound, duration, pitch, intensity, rate, rhythm, location, variation, effect of respiration, frequency, origin, and characteristics.
5. Relate data obtained from the Health History to the process of physical assessment.
6. Describe variations in general assessment techniques specific for different age groups.
7. Explain the technique of assessing general status in terms of functional level, nutritional state, posture, facial expression and appearance.
8. Discuss screening/referral for child neglect/abuse.
9. Give examples of assessment of mental status, i.e., speech, behavior, orientation, cooperation, concentration, abstract thinking, judgement/comprehension, memory and recall.
10. Identify symptoms (e.g., depression, confusion) associated with lack of social stimulation in the older adult.

Laboratory:

1. Use the skills of inspection, palpation, percussion and auscultation in doing a quick initial physical assessment.
2. Incorporate nutritional, developmental and cancer screening in the physical assessment process.
3. Assess the client's state of mental functioning and general appearance.
4. Record data in a complete, concise, and legible manner, using appropriate abbreviations and format, on the physical examination form.
5. Utilize objectives 1-6 from unit on concepts and theories of nursing practice.

TEACHING METHODS:

(X) LECTURE
(X) LABORATORY
(X) AUDIO-VISUAL
(   ) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

Physical examination tool
Exam tables, drapes as necessary
Students practice techniques, general status
Mental status, exams with partner
Information is documented on ongoing nursing care plan and nurses notes.

EVALUATION: (X) PERFORMANCE TEST
(X) KNOWLEDGE TEST

COURSE: NURSING PROCESS

Unit IV: Neurological Assessment

Terminal Objective: -

Given proper text, examples and demonstrations, the learner will perform a comprehensive neurological assessment at the screening level achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s) The learner will

Cognitive:

1. Name and describe 5 areas of general cerebral function observed during the interview: general behavior, level of consciousness, intellectual performance, emotional status, thought content.
2. List and describe tests of cerebellar functioning.
3. Describe evaluation of the motor system for muscle size, tone, strength and involuntary movements.
4. List the sensory modalities tested during a neurological assessment (touch, vibration, position, temperature, superficial pain, deep pain).
5. List and describe the deep tendon reflexes, site of stimulus and normal response.
6. Describe evaluation of gait and station (simple walking, tandem walking, romberg, rising from squatting position).
7. Identify variations in physical findings according to age and development.

Laboratory:

1. Observe neurological function.
2. Perform neurocheck
3. Record data in a complete, concise and legible manner using appropriate abbreviations and format on the physical examination form.
4. Utilize objectives 1-6 from unit on concepts and theories of nursing practice

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

( ) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES: Forms
Exam table
Pin, cotton balls, keys, chalk
reflex hammer
Documentation as in Unit III
(Techniques of Physical Assessment)

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING PROCESS

Unit V: Assessment of Skin and Lymphatics

Terminal Objective: -

Given proper text, examples, and demonstrations the learner will perform a comprehensive assessment of the skin and lymphatic system at a screening level, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s) The learner will:

Cognitive:

1. Describe the effects of pigments, hemoglobin, bilirubin, and vascular changes on skin coloration and describe vascular lesions.
2. Define and give examples of primary (e.g., macule, papule, plaque, tumor nodule, wheal) and secondary (le.g., erosion, ulcer, crust, scar) lesions.
3. List causes of changes in skin moisture, temperature, texture, mobility and turgor.
4. Describe the normal assessment findings for nails and the significance of abnormal findings (color, shape, grooves, angle).
5. Describe the normal assessment findings for hair and the significance of abnormal findings (distribution, quantity, texture, luster).
6. Describe the features of abnormal lymph nodes and name causative conditions.
7. Explain the importance of monthly breast self-examination and the procedure involved.
8. List all the structures palpated during breast examination, describing the examination procedure for each and normal findings for each.
9. Identify variations in physical findings according to gender, age, and stage of development.

Laboratory:

1. Demonstrate inspection and palpation of the skin, assessing color, vascularity characteristics of lesions, moisture, temperature, texture, mobility and turgor.
2. Assess fluid and electrolyte balance, fluid status, and circulatory status.
3. Demonstrate inspection and palpation of the nails, assessing color shape, angle, lesions, mobility.
4. Demonstrate inspection and palpation of the hair, assessing quantity, distribution, texture and luster.
5. Explain and/or demonstrate inspection and palpation of the breast.
6. Record data appropriately in a complete , concise, and legible manner.
7. Utilize objectives 1-6 from unit on concepts and theories of nursing practice

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(   ) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:
Forms
Exam tables, drapes as necessary
May use breast simulator and "touchy-feelys" for breast exam if preferred
Document as in Module III

EVALUATION: (X) PERFORMANCE TEST
(X) KNOWLEDGE TEST

NURSE: NURSING PROCESS

Unit VI: Assessment of Head, Face and Neck

Terminal Objective: -

Given proper text, examples and demonstrations the learner will perform a comprehensive assessment of the head, face and neck at a screening level achieving 85% mastery on the knowledge test and 100% on mastery on the performance test.

Enabling Objective(s) The learner will:

Cognitive:

1. Describe the techniques of inspection and palpation of the head, face and neck in terms of: size, shape and symmetry; masses and lesions; range of motion; function; pain.
2. Describe the procedure for determining characteristics of the thyroid gland.
3. Discuss signs that indicate dysfunction of the external and internal structures of the nose, mouth and pharynx.
4. Discuss procedures for inspection and testing function of the internal and external structures of the nose, mouth and pharynx
5. Identify variations in physical findings and potential problems associated with age and development.

Laboratory:

1. Demonstrate inspection and palpation of the head, face and neck.
2. Demonstrate inspection of the nose.
3. Systematically inspect, palpate and describe the structures of the mouth and pharynx.
4. Assess dental needs and observe for cardinal signs of cancer.
5. Test function of internal and external structures of the head, face and neck.
6. Record data appropriately in a complete, concise and legible manner.
7. Utilize objectives 1-6 from unit on concepts and theories of nursing practice.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

( ) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:
Forms
Penlight/otoscope
Tongue blade
Cotton balls
Assorted "scents" and "tastes"
Gloves

Document as in Module III

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING PROCESS

UNIT VII: Assessment of Eye and Ear

Terminal Objective:

Given proper text, examples, and demonstrations, the learner will perform a comprehensive assessment of the eye and ear at a screening level, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

Cognitive:

1. Identify the functions of the ear and the mechanisms of hearing.
2. Describe normal findings of the Weber and Rinne test.
3. Describe manipulation of pinna and canal for otoscopic examination, including method and precautions.
4. Describe assessment findings associated with infection, trauma, and blocked eustachian tube.
5. Describe preparation of client and environment prior to eye examination.
6. Describe pupillary reaction to light-direct, consensual, and accommodation.
7. Describe the tests of extravocular movement, convergence and strabismus, differentiating between normal and abnormal findings.
8. Explain the use of the Snellen Chart for testing visual acuity.
9. Systematically describe the normal appearance of the structures of the retina.
10. Identify variations in physical findings and potential problems related to age and development.

Laboratory:

1. Inspect and palpate the external structures of the ear and mastoid process.
2. Use the otoscope to systematically assess the external auditory canal and tympanic membrane.
3. Demonstrate and correctly interpret the whisper, Weber, and Rinne tests.
4. Inspect: external structures of the eye, pupillary reaction to light (using the ophthalmoscope), range of oculomotor motion.
5. Perform the light reflection test.
6. Screen for visual acuity using the Snellen hand chart.
7. Test peripheral visual fields.
8. Use the ophthalmoscope to examine the red reflex and the eye grounds (e.g.) disc, arteries, veins, macula, opacities).
9. Record data appropriately in a complete, concise, and legible manner.
10. Utilize objectives 1-6 from unit on concepts and theories of nursing practice.

TEACHING METHODS: (X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(   ) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

Forms
Tables
Oto-opthalmascope
Snellen chart
Tuning fork
Document as in Unit III

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING PROCESS

Unit VIII: Respiratory Assessment

Terminal Objective:

Given proper text and, examples, and demonstrations the learner will perform a comprehensive respiratory assessment at a screening level achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

Cognitive:

1. List the elements included in inspection of the respiratory system: boney structure; anteroposteriorilateral (A/P:L) diameter, scars motion, contour use of accessory muscles.
2. Describe the techniques for palpating expansion of the thorax and identify 1 condition which increases expansion, 4 conditions which limit expansion, +2 conditions which result in asymmetry of expansion.
3. Define and describe the procedure for palpating and auscultating tactile fremitus.
4. Systematically list the elements included in percussion and auscultation of the lung fields.
5. Differentiate between the characteristics of tympanic, flat, dull, and resonant percussion notes.
6. List in sequence the steps for determining diaphragmatic excursion and describe 4 factors which we can alter excursion.
7. Discuss adventitious pounds and the mechanism producing them.
8. Differentiate roles, rhonchi, wheezes, and pleural ribs in relation to location, intensity and timing.
9. Identify variations in physical findings and potential problems.

Laboratory:

1. Demonstrate inspection of the thorax.
2. Demonstrate palpation of the anterior/posterior thorax. e.g. A/P: L diameter, tenderness, position of trachea. tactile/auscultatory fremitus.
3. Demonstrate percussion of lung fields.
4. Demonstrate systematic auscultation of lung fields.
5. Record data appropriately in a complete, concise, and legible manner.
6. Utilize objective 1-6 from unit on concepts and theories of nursing practice.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(   ) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

Forms
Exams table, drapes
Stethoscopes
Documentation as in Unit IV

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING PROCESS

Unit IX: Cardiovascular Assessment

Terminal Objective:

Given proper text, examples, and demonstrations, the learner will perform a comprehensive cardiovascular assessment at 2 screening level, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

Cognitive:

1. Recognize the clinical areas of inspection and palpation and describe their location-aoritic, pulmonic, tricuspid, Erb's point, mitral.
2. Identify the only expected pulsation observed on the precorduim.
3. Define PMI and describe its normal character in realation to location, duration, amplitude, size.
4. Identify normal and abnormal conditions causing variations in the PMI.
5. Identify abnormalities which may produce precordial pulsations, thrills or heaves in the areas of inspection/palpation.
6. Describe the duration and intensity of the first and second heart sounds at the aortic, pulmonic, tricuspid and mitral areas.
7. Define the characteristics of cardiac murmurs---timing, location, intensity, pitch, radiation, quality.
8. Identify variations in physical findings and potential problems related to age and development.

Laboratory:

1. Demonstrate inspection and palpatio of the precordium assessing heaves or thrills, skin color, and chest wall pulsations.
2. Demonstrate cardiac auscultation by assessing the clinical areas in supine (all), left lateral (apical), and sitting (aortic and pumonary) positions.
3. Identify and record normal and abnormal findings appropriately in a complete, concise, and legible manner.
4. Utilizie objectives 1-6 from unit on concepts and theories or nursing practice.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(   ) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

Forms
Exam tables, drapes
Stethoscopes
Documentation as in Unit III

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING PROCESS

Unit X: Assessment of Abdomen and Peripheral Vascular System

Terminal Objective:

Given proper text, examples and demonstrations the learner will perform a comprehensive abdominal and peripheral vascular assessment at a screening level, achieving 85% mastery on the knowledge test and 100% on the performance test.

Enabling Objective(s) The learner will:

Cognitive:

1. Discuss normal findings associated with inspection of the skin, umbilicus, configuration, peristalsis, and pulsations of the abdomen.
2. State the rationale for performing auscultation of the abdomen before percussion or palpation.
3. Discuss the normal and abnormal sounds which may be heard in the abdomen.
4. Outline the procedure for percussing liver and spleen borders.
5. Differentiate between light and deep palpation stating the purpose of each.
6. Locate the anatomical positions of the carotid, brachial, radial, femoral, popliteal, dorsalis pedis, and posterior tibial pulses.
7. Describe the normal rate, rhythm, amplitude and contour of the arterial pulse.
8. Identify abnormal conditions causing variations in systolic pressure, diastolic pressure, and arterial pulses.
9. Discuss the implications of jugular venous distention and abnormal venous pulsations.
10. Discuss observations indicating arterial insufficiency, superficial venous thrombosis and deep vein thrombosis.
11. Identify variations in physical findings and potential problems related to age and development.

Laboratory:

1. Demonstrate inspection of the abdomen.
2. Demonstrate auscultation of the abdomen by assessing characteristics of bowel sounds and presence of bruits.
3. Demonstrate percussion of the abdomen.
4. Demonstrate light palpation by assessing superficial organs, masses, muscular resistance and tenderness.
5. Demonstrate deep palpation by assessing masses and presence of rebound tenderness.
6. Describe normal findings of the rectum.
7. Demonstrate inspection and palpation of carotid and peripheral pulses by recording rate, rhythm, amplitude, symmetry and contour.
8. Identify signs of arterial insufficiency.
9. Identify and record normal and abnormal findings appropriately in a complete, concise, and legible manner.
10. Utilize objective 1-6 from unit on concepts and theories of nursing practice.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(   ) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES: Exam tables, drapes
Physical exam form
Documentation as in Module III

Evaluation: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING PROCESS

Unit XI: Musculoskeletal Assessment

Terminal Objective: -

Given proper text, examples, and demonstrations the learner will perform a comprehensive musculoskeletal assessment at a screening level, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s) The learner will:

Cognitive:

1. Describe the following abnormalities and compare them with normal spinal curvature: lordosis, kyphosis, scoliosis, ankylosing spondylitis.
2. Describe evaluation of muscle size, tone and strength.
3. Describe procedures for determining active and passive range of motion for each body part and identify factors causing variations in normal range of motion.
4. List 5 factors in assessing gait: stance, step size, balance, arm swing, need to watch feet, rhythm.
5. Explain crepitation and describe procedures to detect it.
6. Identify variations in physical findings and potential problems related to age and development.

Laboratory:

1. Demonstrate inspection of the musculoskeletal system, assessing posture/gait; bones, joints, and muscles for symmetry, color, swelling, nodules, deformity, atrophy.
2. Demonstrate palpation by assessing the head, spine, and extremities for pain, tenderness, ROM.
3. Systematically test muscle size, tone, strength and involuntary movements.
4. Identify and record normal and abnormal findings appropriately in a complete, concise, and legible manner.
5. Utilize objectives 1-6 from unit on concepts and theories of nursing practice.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

EQUIPMENT/TOOLS: Physical exam form
Exam tables, drapes as necessary
Documentation as in Module III

EVALUATION: (X) PERFORMANCE TEST
(X) KNOWLEDGE TEST

COURSE: NURSING PROCESS

Unit XII: Utilization Of Human Needs Model To Identify And Analyze Data

---

Terminal Objective:

Given proper text and examples, the learner will interpret the human needs model as an organizer of nursing process to develop an individualized nursing care plan, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

Laboratory:

1. Identify components of human need utilizing the compiled assessment data.
2. Designate nursing diagnoses, goals, interventions and rationales (synthesized in class).

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(   ) AUDIO-VISUAL

(   ) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

Collected assessment data from "patient" utilized over course of the semester.
Nurses notes,
Care plan

EVALUATION: (X) PERFORMANCE TEST

(   ) KNOWLEDGE TEST

COURSE: NURSING PROCESS

Unit XIII: The Complete Examination

Terminal Objective: -

Given proper text, examples, and demonstrations the learner will perform a detailed head-to-toe physical examination of an adult patient at the screening level, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s) The learner will:

Cognitive:

1. Identify the purpose of a complete physical examination as opposed to a regional examination.
2. Discuss the legality and procedure for documentation.

Laboratory:

1. Perform a complete examination of an adult, deferring the genitalia and rectum.
2. Identify deviations from normal that relate to the health history data and point out significant negatives.
3. Demonstrate consideration of the client by washing hands, communicating appropriately, manipulating gently, avoiding frequent position changes.
4. Modify sequence and positioning according to client age and priorities of care.
5. Describe and record the examination of each regional area utilizing the cephalocaudal approach.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) DEMO/FILMSTRIP

( ) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES: Exam table
Drapes
Physical exam form (chart form)
Stethoscope, otoscope/opthalmascope
reflex hammer
tuniue fork
cotton balls
pin, keys, chalk
"scents", "tastes"
snellen chart
penlight
tongue blade
gloves

EVALUATION: (X) PERFORMANCE TEST

( ) KNOWLEDGE TEST

COURSE: NURSING PROCESS

Unit XIV: Assessment of the Genitalia and Rectum

Terminal Objective: -

Given proper text and examples, the learner will describe the examination procedures and normal findings for a compreshensive assessment of the genitalia and rectum at a screening level, achieving 85% mastery on the knowledge test.

Enabling Objective(s) The learner will:

Cognitive:

1. Discuss preparation of client and psychosocial aspects of the examination.
2. Describe the technique for checking discharge from bartholin's and skene's glands.
3. Discuss preparation and manipulation of the vaginal speculum.
4. Describe normal findings for the vaginal wall, cervix and os.
5. Describe the procedure for obtaining cytological specimens.
6. Describe the purpose and procedure for bimanual examination; explain normal findings.
7. Describe the examination procedure and normal findings for inspection and palpation of the groin, penis, scrotum and prostate gland.
8. Discuss the method for palpating the prostate gland, distinguishing between normal and abnormal findings.
9. Outline the procedure for evaluating hernias: femoral, direct/indirect inguinal hernias.
10. Identify potential problems associated with aging.

TEACHING METHODS:

(X) LECTURE
(X) LABORATORY
(X) AUDIO-VISUAL
( ) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

EVALUATION: ( ) PERFORMANCE TEST
(X) KNOWLEDGE TEST

BASIC COURSE OUTLINE

Grade 13

Nursing: Basic Needs Ia

for

"2+2" and Non "2+2" Students

RATIONAL FOR
NURSING: BASIC NEEDS Ia and Ib

This "2+2" articulated career ladder curriculum has been designed to provide a single track that can accommodate both the "2+2" and non-"2+2" student. This design was developed so that postsecondary programs would not have to provide an instructional program for both the "2+2" and non-"2+2" (generic) student.

In order to make the curriculum mesh, it will be necessary for non-"2+2" students to demonstrate mastery of the competencies in Nursing: Basic Skills Ia and Ib, in which they will receive 6 semester hours credit.

The "2+2" student will be required to master the competencies in Nursing: Basic Needs Ia and will receive 2 semester hours credit, with 4 semester hours credit held in escrow by virtue of completing the two secondary courses. Escrow credit will be awarded upon completion of Nursing: Basic Needs II and Nursing Through the Life Span with a grade of 75 or above in each course. It will be the responsibility of the instructor to determine the number of theory, laboratory and clinical hours that each group must meet in order to successfully complete the course.

NURSING: BASIC NEEDS Ia

COURSE OBJECTIVES

1. Utilize assessment planning and implementation phase of the patient's common occurring well define health problems.

2. Demonstrate competency in the campus and clinical laboratories the basic nursing skills.

3. Identify the role of the AD nurse in delivering care for patients and common occurring well defined health problems.

4. Relate the bio-psycho-social needs of patients with common occurring well defined health problems to the sub-concepts of mobility/immobility, oxygenation, rest/sleep, bowel elimination, pain/comfort, skin, integrity, safety, perioperative and medication administration.

5. Adapt to a dual curriculum which meets the needs of the generic and articulated nursing student.

COMPETENCIES FOR NURSING:
BASIC NEEDS Ia

I. MOBILITY AND IMMOBILITY

A. Demonstrate an understanding of principles of mobility and immobility.

B. Demonstrate procedures dealing with mobility and immobility.

II. OXYGENATION

A. Demonstrate an understanding of terms and facts about oxygenation.

B. Demonstrate an understanding of procedures dealing with oxygenation.

III. REST AND SLEEP

Demonstrate an understanding of essential facts about rest and sleep.

IV. BOWEL ELIMINATION

A. Demonstrate an understanding of essential facts about bowel elimination.

B. Demonstrate an understanding of procedures dealing with bowel elimination.

V. PAIN AND COMFORT

Demonstrate an understanding of concepts of pain and comfort.

VI. SKIN INTEGRITY

Demonstrate an understanding of principles of skin integrity.

VII. SAFETY

A. Demonstrate an understanding of principles of safety.

B. Demonstrate an understanding of safety procedures.

VIII. SURGERY, ANESTHESIA AND PERIOPERATIVE NURSING

Demonstrate an understanding of the perioperative nursing roles and anesthesia.

IX. MEDICATION

A. Demonstrate an understanding of medication and medication administration.

B. Demonstrate safe administration of medication.

X. CLINICAL OBJECTIVES

Provide care for one patient with well defined medical/surgical needs.

Suggested Time Allocation

Nursing: Basic Needs IA

I.	A. Mobility and Immobility	2 weeks
	B. Mobility and Immobility	
II.	A. Oxygenation	2 weeks
	B. Oxygenation	
III.	Rest and Sleep Examination I	1 week
IV.	A. Bowel Elimination	2 weeks
	B. Bowel Elimination	
V.	Pain and Comfort	1 week
VI.	Skin Integrity Examination II	1 week
VII.	A. Safety	2 weeks
	B. Safety	
VIII.	Surgery, Anesthesia and Perioperative Nursing	1 week
IX.	A. Medication	
	B. Medication Examination III	2 weeks
	Evaluation and Final Examination	1 week
		15 weeks

COURSE DESCRIPTION

NURSING: BASIC NEEDS Ia

A 2 or 6 hour course focusing on bio-psycho-social needs of medical-surgical patients focusing on all age groups. Emphasis is on application of the nursing process in a clinical setting for patients with needs relating to mobility, oxygenation, rest, bowel elimination, comfort, skin integrity, and safety. Discussion is conducted on surgical nursing. Principles of pharmacology, medication administration, and nutrition will be presented. "2+2" students completing this course receives 2 semester hour credit with 4 hours held in escrow.
(3 hours lecture/9 hours lab and clinical per week)
* Required for ADN and LVN curriculums.

Units of Study

I. A. Mobility and Immobility
    B. Mobility and Immobility
II. A. Oxygenation
    B. Oxygenation
III. Rest and Sleep
IV. A. Bowel Elimination
    B. Bowel Elimination
V. Pain and Comfort
VI. Skin Integrity
VII. A. Safety
    B. Safety
VIII. Surgery, Anesthesia and Perioperative Nursing
IX. A. Medication
    B. Medication
X. Clinical Objectives

COURSE: NURSING: BASIC NEEDS Ia

Unit I A: Mobility and Immobility

Terminal Objective:

Given proper materials, supplies and demonstrations the learner will demonstrate an understanding of principles of mobility/immobilty achieving 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Define selected terms.
2. Describe concepts of mobility and immobility.
3. Describe physiologic and psychosocial benefits of mobility.
4. Identify factors affecting mobility.
5. Describe etiology and pathology of skin breakdown.
6. Discuss problems of immobility.
7. Discuss essential factors about planning and implementing nursing interventions to minimize negative effects of immobility and to restore mobility.
8. Discuss facts and principles of body alignment.
9. Discuss possible complications of poor alignment.
10. Apply the nursing process to clients experiencing mobility/immobility problems.
11. Assess activity tolerance.
12. Assess a clients activities of daily living related to immobility.
13. Develop and implement a plan of care to prevent problems for clients who are at risk of having skin breakdown.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

Nursing: A Human Needs Approach
Janice Rider Ellis, RN
Elizabeth Ann Nowlis, RN
Houghton Mifflin Company, Fourth Edition

EQUIPMENT/SUPPLIES:

Transparencies

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ia

Unit I B: Mobility and Immobility

Terminal Objective:

Given proper materials, supplies and demonstrations the learner will demonstrate procedures dealing with mobility/immobilty achieving 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Perform range of motion exercise.
2. Assess body mechanics.
3. Perform decubitus care.
4. Apply TED hose.
5. Position patients in multiple positions for therapeutic and comfort positions.
6. Move/transfer a patient from one position to another.
7. Demonstrate utilization of various ambulation devices.
8. Demonstrate different crutch gaits.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

Nursing: A Human Needs Approach
Janice Rider Ellis, RN
Elizabeth Ann Nowlis, RN
Houghton Mifflin Company, Fourth Edition

EQUIPMENT/SUPPLIES:

TED Hose
Pillows and other position supporting devices
Crutches
Canes
Walker
Other Ambulation Devices

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ia

Unit II A: Oxygenation

Terminal Objective:

Given proper materials, supplies and demonstrations the learner will demonstrate an understanding of terms and facts about oxygenation achieving 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Define selected terms.
2. Explain three phases of respirations.
3. Describe the basic mechanics of breathing.
4. Identify major pulmonary volume.
5. Identify major pulmonary capacities.
6. Identify requirements of adequate ventilation.
7. Explain mechanisms regulating the respiratory process.
8. Explain major factors influencing oxygen transport.
9. Know information and methods required to assess a persons oxygenation status.
10. Know essential facts about nursing diagnoses related to oxygenation.
11. Understand facts about nursing interventions required to maintain, promote, and restore oxygenation.
12. Apply the nursing process for clients with oxygenation problems.
13. Explain essential aspects of suctioning a tracheostomy or endotrachael tube.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

Nursing: A Human Needs Approach
Janice Rider Ellis, RN
Elizabeth Ann Nowlis, RN
Houghton Mifflin Company, Fourth Edition

EQUIPMENT/SUPPLIES:

Transparencies

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ia

Unit II B: Oxygenation

Terminal Objective:

Given proper materials, supplies and demonstrations the learner will demonstrate an understanding of procedures dealing with oxygenation achieving 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Demonstrate breathing exercises.
2. Demonstrate oropharyngeal and nasopharyngeal suctioning.
3. Identify the types of artificial airways.
4. Demonstrate safe administration of oxygen utilizing various mechanisms.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

Nursing: A Human Needs Approach
Janice Rider Ellis, RN
Elizabeth Ann Nowlis, RN
Houghton Mifflin Company, Fourth Edition

EQUIPMENT/SUPPLIES:

Suction machine
Suction equipment
Oral airways

0_2 masks
Cannula
0_2 tank

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ia

Unit III: Rest and Sleep

Terminal Objective:

Given proper materials, references and simulations the learner will demonstrate an understanding of essential facts about rest and sleep achieving 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Define selected terms.
2. Identify conditions to promote rest.
3. Identify functions of sleep.
4. Assess a person's sleep and rest pattern.
5. Discuss essential facts about common rest and sleep disorders and nursing diagnosis.
6. Discuss facts about nursing intervention required to maintain, promote, and restore normal rest and sleep.
7. Apply the nursing process to promote rest and sleep in selected clients.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

Nursing: A Human Needs Approach
Janice Rider Ellis, RN
Elizabeth Ann Nowlis, RN
Houghton Mifflin Company, Fourth Edition

EQUIPMENT/SUPPLIES:

Transparencies

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ia

Unit IV A: Bowel Elimination

Terminal Objective:

Given a list of terms, laboratory and clinical experiences the learner will demonstrate an understanding of essential facts about bowel elimination achieving 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Define selected terms.
2. Know essential facts about the lower intestinal tract and the development of bowel control.
3. Now essential information and methods required to assess a person's fecal elimination status.
4. Identify normal characteristics and constituent of feces.
5. Understand essential facts about common fecal elimination problems and nursing diagnosis.
6. Understand facts about nursing interventions required to maintain, promote, and restore normal functioning of lower intestinal tract.
7. Apply the nursing process when providing care to clients with fecal elimination problems.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

Nursing: A Human Needs Approach
Janice Rider Ellis, RN
Elizabeth Ann Nowlis, RN
Houghton Mifflin Company, Fourth Edition

EQUIPMENT/SUPPLIES:

Transparencies

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ia

Unit IV B: Bowel Elimination

Terminal Objective:

Given appropriate materials, equipment and demonstration the learner will demonstrate an understanding of procedures dealing with bowel elimination achieving 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Administer different types of enemas.
2. Obtain a stool specimen.
3. Change a bowel diversion ostomy appliance.
4. Perform a digital exam for fecal impaction.
5. Irrigate a colostomy.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

Nursing: A Human Needs Approach
Janice Rider Ellis, RN
Elizabeth Ann Nowlis, RN
Houghton Mifflin Company, Fourth Edition

EQUIPMENT/SUPPLIES:

Different type enemas
Stool Specimen
Collection Equipment
Ostomy Equipment

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ia

Unit V: Pain and Comfort

Terminal Objective:

Given appropriate materials, laboratory and clinical simulations the learner will demonstrate an understanding of concepts of pain and comfort achieving 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Define selected terms.
2. Know essential facts about pain physiology, perception, and response.
3. Assess a client in pain.
4. Explain methods to reduce pain.
5. Identify situations in which relaxation techniques can relieve pain.
6. Identify major types of analgesics.
7. Outline essential guidelines for pain management.
8. Apply the nursing process to a client in pain.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

Nursing: A Human Needs Approach
Janice Rider Ellis, RN
Elizabeth Ann Nowlis, RN
Houghton Mifflin Company, Fourth Edition

EQUIPMENT/SUPPLIES:

Transparencies

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ia

Unit VI: Skin Integrity

Terminal Objective:

Given appropriate materials, laboratory and clinical experiences text the learner will demonstrate an understanding of principles of skin integrity achieving 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Define selected terms.
2. Discuss skin assessment, comparing normal and abnormal characteristics.
3. Discuss goals for patients with potential for skin breakdown.
4. List clients at risk for pressure
5. Discuss preventive measures for pressure ulcers.
6. Explain various treatment methods for pressure ulcers.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

Nursing: A Human Needs Approach
Janice Rider Ellis, RN
Elizabeth Ann Nowlis, RN
Houghton Mifflin Company, Fourth Edition

EQUIPMENT/SUPPLIES:

Transparencies

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ia

Unit VII A: Safety

Terminal Objective:

Given a list of terms, laboratory and clinical experiences the learner will demonstrate an understanding of principles of safety achieving 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Define selected terms.
2. Identify major causes of accidental deaths.
3. Identify clients at risk of physical injury.
4. Give examples of nursing diagnoses for clients at risk of accidental injury.
5. Identify classes of fire.
6. Describe practices to prevent fire.
7. Identify essential precautions to prevent falls in the health care setting.
8. Identify legal implications of restraints.
9. Outline essential safety precautions for developmental stages.
10. Identify essential safety precautions for developmental stages.
11. Understand health protection strategies implemented to prevent infectious disease.
12. Identify immunization requirements for clients of various ages.
13. Describe selected test for immunity.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

Nursing: A Human Needs Approach
Janice Rider Ellis, RN
Elizabeth Ann Nowlis, RN
Houghton Mifflin Company, Fourth Edition

EQUIPMENT/SUPPLIES:

Transparencies

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ia

Unit VII B: Safety

Terminal Objective:

Given materials, equipment, laboratory, clinical simulations and demonstration the learner will demonstrate safety procedures achieving 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Identify various restraints.
2. Demonstrate applications of various restraints.
3. Demonstrate lifts and carry mechanisms for emergency situations.
4. Demonstrate the use of fire extinguishers.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

(X) GUEST DEMONSTRATION

REFERENCES:

Nursing: A Human Needs Approach
Janice Rider Ellis, RN
Elizabeth Ann Nowlis, RN
Houghton Mifflin Company, Fourth Edition

EQUIPMENT/SUPPLIES:

Various kinds of restraints

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ia

Unit VIII: Surgery, Anesthesia and Perioperative Nursing

Terminal Objective:

Given appropriate materials, laboratory and clinical experiences the learner will demonstrate an understanding of the perioperative nursing roles and anesthesia, achieving 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Define selected terms.
2. Describe the phases of the different periopertive periods.
3. Differentiate among various types of surgery.
4. Differentiate among various types of anesthesia.
5. Discuss legal aspects of surgery.
6. Describe elements involved insurgical risks.
7. Discuss surgical consents and informed consents.
8. Identify the essential nursing responsibilities of pre-op planning and interventions.
9. Identify pre-op skin preparations.
10. Identify roles of intraopertive and post-anesthesia recovery nursing roles.
11. Apply the nursing process to perioperative client.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

Nursing: A Human Needs Approach
Janice Rider Ellis, RN
Elizabeth Ann Nowlis, RN
Houghton Mifflin Company, Fourth Edition

EQUIPMENT/SUPPLIES:

Transparencies

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ia

Unit IX A: Medication

Terminal Objective:

Given a list of terms, laboratory an clinical experiences the learner will demonstrate an understanding of medication and medication administration achieving 85% mastery on the knowledge test.

Enabling Objective (s)

1. Define selected terms.
2. Describe major federal acts controlling drugs in the United States.
3. Identify legal aspects of administering drugs.
4. Identify drug preparations by type.
5. Identify physiologic factors affecting drug action.
6. Differentiate between noncompliance, drug misuse and drug abuse.
7. Describe drug supply systems.
8. Identify various routes of drug administration.
9. Identify various types of medication orders.
10. Identify essential parts of a drug order.
11. 'Identify abbreviations commonly used in medications.
12. Review basic units of weight and volume of metric, apothecaries and household measurement.
13. Identify approximate equivalents within each system of measurement and among systems.
14. Know essential assessment information pertinent to medications and apply the nursing process to their administration.
15. Know essential information related to growth and development in medication administration.
16. Outline steps required to administer medications by oral sublingual, intramuscular, subcutaneous, topical, intradermal ophthalmic, otic, vaginal, nasal and rectal.
17. Identify essential steps in mixing selected drugs form vials and ampules, and preparing powdered drugs.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

Nursing: A Human Needs Approach
Janice Rider Ellis, RN
Elizabeth Ann Nowlis, RN
Houghton Mifflin Company, Fourth Edition

EQUIPMENT/SUPPLIES:

Transparencies

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ia

Unit IX B: Medication

Terminal Objective:

Given proper materials, supplies and demonstration the learner will demonstrate safe administration of medication achieving 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Demonstrate use of converting basic units of weight and volume of metric, apothecaries and household measurement.
2. Demonstrate utilizing approximate equivalents within each system of measurement and among systems.
3. Demonstrate gathering assessment information pertinent to medications and applying the nursing process to their administration.
4. Demonstrate administering medications by oral sublingual, intramuscular, subcutaneous, topical, intradermal opthlmic, otic, vaginal, nasal and rectal.
5. Demonstrate steps in mixing selected drugs from vials and ampules, and preparing powered drugs.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

Nursing: A Human Needs Approach
Janice Rider Ellis, RN
Elizabeth Ann Nowlis, RN
Houghton Mifflin Company, Fourth Edition

EQUIPMENT/SUPPLIES:

Medication Administration Equipment
Med cart
Cups
Med Adm. Sheets
Drs. orders
Needles, syringes (various)
Alcohol Preps
Various mock medications (no actual medicines)

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ia

Unit X: Clinical Objectives

Terminal Objective:

Given appropriate clinical supervision and application the learner will provide care for one patient with well defined medical/surgical needs achieving 100% mastery on the clinical behavior performance evaluation.

Enabling Objective (s)

The learner will:

1. Demonstrate organized behavior, reflecting a beginning knowledge of the nursing process, utilizing basic critical thinking skills.
2. Assess the total patient at a beginning level.
3. Implement the assessment and planning phase of the nursing process..
4. Demonstrate assumptions of responsibility and accountability for own actions.
5. Establish effective interpersonal relation/communications with health care team, patients families and instructors reflecting understanding of psychosocial and teaching/learning dynamics.
6. Provide consistently safe and conscientious nursing interventions.
7. Incorporate a limited knowledge base in formulating nursing process.
8. Perform learned skill competently.

TEACHING METHODS:

( ) LECTURE

( ) LABORATORY

( ) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

As used in facility.

EVALUATION: (X) PERFORMANCE TEST (Application in clinical setting)

( ) KNOWLEDGE TEST

Basic Course Outline

Nursing: Basic Needs Ib

Competencies required of the (NON) - 2 + 2
student in addition to Nursing: Basic Needs Ia.

Nursing: Basic Needs Ib

Course Objectives:

Upon completion of this course the learner will be able to:

1. Demonstrate a knowledge of medical terminology and understanding of commonly use medical abbreviations and symbols applicable to the Nurse Aid level.
2. Identify simple anatomy and physiology of the body systems, and anatomy pertaining to pregnancy and childbirth..
3. Demonstrate an understanding of health care past and present.
4. Utilize the appropriate communication skills related to patients, families, peers and supervisors.
5. Define ethical and legal issues.
6. Demonstrate the ability to administer first aid and emergency care.
7. Identify and perform techniques for assessing vital signs.
8. Employ effective infection control and asepsis procedures.
9. Employ appropriate safety and mobility techniques.
10. Utilize mathematics related to health careers.
11. Demonstrate effective leadership concepts and skills.
12. Demonstrate a knowlegde of personal qualities of a health care worker.
13. Correctly administer personal care skills to patients.
14. Identify common diets related to alteration in health.

COMPETENCIES FOR NURSING: BASIC NEEDS Ib "NON-2+2" STUDENT

I. MEDICAL TERMINOLOGY

Demonstrate a knowledge of medical terminology
Demonstrate an understanding of the meaning of commonly used medical abbreviations and symbols

II. ANATOMY AND PHYSIOLOGY

Identify simple anatomy, physiology, of the body systems and anatomy pertaining to pregnancy and childbirth

III. HEALTH CARE PAST AND PRESENT

Identify and demonstrate an understanding of the organizational structure of health care institutions
Discuss health care past and present
Identify health care specialities
Identify world wide and community health organizations
Identify systems that finance health care

IV. COMMUNICATION SKILLS

Interpret personal reaction to illness and disability
Identify individual cultural, religious, and socioeconomic differences in people
Develop appropriate and effective written oral and nonverbal communication skills
Discuss effective modes of communication with peers and supervisors
Assess the patient to determine the appropriate method of communication
Support the terminally ill and significant others
Translate a medical term into a language that a patient can understand

V. ETHICAL - LEGAL

Define ethical and legal issues
Describe legal responsibilities for health care workers
Identity components of patient bill of rights

Communicate patient's rights

Recognize methods to prevent exposing self and others to legal problems

VI. FIRST AID AND EMERGENCY CARE

Acquire BCLS certification - AHA course "C" standards
Demonstrate and perform basic first aid
Perform head to toe patient assessment

VII. VITAL SIGNS

Identify abnormal and normal vital signs
Perform techniques for assessing vital signs

VIII. INFECTION CONTROL AND ASEPSIS

Employ proper handwashing
Identify and maintain types of isolation
Identify sterilization and disinfection techniques and conduct concurrent and terminal disinfection
Identify defense mechanisms against disease
Categorize infectious agents and their modes of transmission
Apply sterile gloves and gowns according to surgical technique

IX. SAFETY AND MOBILITY

Discuss fire and tornado safety procedures
Utilize proper body mechanics
Position and turn patients maintaining proper body alignment and supporting body parts
Care for patient during seizures
Administer range of motion
Assist with walking with support devices

X. HEALTH CAREER MATH

Determine components of the metric system
Identify common household and apothocary measurements

XI. LEADERSHIP CONCEPTS AND SKILLS

Demonstrate skills, characteristics and responsibilities of leaders and effective group members

XII. PERSONAL QUALITIES OF A HEALTH WORKER

Discuss personal characteristics of a health worker
Demonstrate appropriate personal appearance of a health worker

XIII. PERSONAL CARE SKILLS

Correctly makes different types of beds
Provide postmortem care
Provide nail care
Serve, feed patients and collect food trays
Measure and record intake and output
Assist patient in and out of bed
Prevent pressure areas
Identify types and functions of enemas
Perform all types of patient baths
Assist patients with elimination
Measure weight and height
Performs hygienic care for skin, hair, mouth, perineum, and feet
Irrigate vagina
Label specimens collected
Operate special beds
Demonstrate patient restraint methods during nursing procedure
Administer post-operative care
Administer enemas
Utilize hot/cold therapies
Give ostomy care
Insert rectal tubes
Perform beginning assessment skills
Apply athrombic hose and binders
Perform sugar acetone determination

XIV. Nutrition

Identify common diets related to alterations in health

COURSE DESCRIPTION

NURSING: BASIC NEEDS Ib

This course combines with Nursing: Basic Needs Ia for the non-"2+2" or generic student. Students will receive instruction that focuses on the basic knowledge and skills of medical terminology, communication skills, ethical and legal issues, safety and mobility, and health care past and present. Basic knowledge and skills in anatomy and physiology, first aid and emergency care, vital signs, infection control and asepsis, health career math, and patient personal care skills are included. Students completing Basic Needs Ia and Ib will receive 6 semester hours of credit.
* Required for ADN and LVN curriculums.

COURSE: NURSING: BASIC NEEDS Ib

Unit I: Medical Terminology

Terminal Objective:

Given a list of prefixes, suffixes, and word roots the learner will demonstrate a knowledge of medical terminology at the LVN level and be able to demonstrate mastery on the knowledge test with an 85% accuracy.

Enabling Objectives.

The learner will:

1. Memorize medical terminology including root words, prefixes, and suffixes.
2. Give the meaning of root words
3. Recognize medical prefixes
4. Give the meanings of medical suffixes

TEACHING METHODS:

(X) LECTURE

(   ) LABORATORY

(X) AUDIO - VISUAL

(   ) CLINICAL

REFERENCES:

DHO text, pp 129 - 132
DHO workbook pp. 72 - 75
HOE Curriculum Guide I, p. 83 for suggested references

EQUIPMENT/SUPPLIES:

Flash cards
List of words
Textbooks and workbooks
Computer software
Med. Term, Tapes and tape player

EVALUATION: (   ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit I: Medical Terminology

Terminal Objective:

Given a list of the commonly used medical abbreviations and symbols, the learner will demonstrate an understanding of the meaning of these at the LVN level and be able to complete the knowledge test with 85% accuracy.

Enabling Objective (s)

The learner will:

1. Identify the most commonly used medical abbreviations and symbols.
2. Write abbreviations into complete words.
3. Write words into abbreviations and symbols

TEACHING METHODS:

(X) LECTURE

(   ) LABORATORY

(X) AUDIO - VISUAL

(   ) CLINICAL

REFERENCES:

DHO, text, pp. 126 - 129
DHO, workbook, pp.
Curriculum Guide for Health Care Science, Table 7

EQUIPMENT/SUPPLIES:

Worksheets

EVALUATION: (   ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit II: Anatomy and Physiology

Terminal Objective:

Given appropriate reference materials and models the learner will identify simple anatomy, physiology, and pathophysiology of the body systems and achieve 85% mastery on the knowledge test.

Enabling Objective(s)

The learner will:

1. Identify the basic structure and organization of the human body.
2. Identify the structure, functions, and diseases of the body system.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

Diversified Health Occupations
Health Occupations I Curriculum Guide
Human Body in Health and Disease

EQUIPMENT/SUPPLIES:

Models of Systems

Skeleton

EVALUATION:

( ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit: II Anatomy and Physiology

Terminal Objective:

Given appropriate references, A-V materials, and texts the learner will be able to identify anatomy pertaining to pregnancy and childbirth and achieve 85% mastery on the knowledge test.

Enabling Objective(s)

The learner will:

1. Label a diagram of the male reproductive system.
2. Trace the pathway of sperm from where they are produced to where they are expelled from the body.
3. Identify at least three organs in the male reproductive system that secrete fluids added to semen.
4. Label a diagram of the female reproductive system.
5. Describe how an ovum is released from an ovary.
6. Explain the action of the endometrium.
7. Identify the stages of pregnancy.
8. Describe the process of childbirth.
9. Define the stages following childbirth as the uterus returns to normal.

TEACHING METHODS:

(X) LECTURE

(   ) LABORATORY

(X) AUDIO-VISUAL

(   ) CLINICAL

REFERENCES: DHO, pp. 80-85
Simplified Nursing, pp. 101-106
and pp. 471-501

EQUIPMENT/SUPPLIES:

EVALUATION: (   ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit III: Health Care Past and Present

Terminal Objective:

Given an organizational chart, the learner will identify and demonstrate and understanding of the organizational structure of health care institutions and achieve 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Study organizational charts.
2. Draw a chart from your cooperating Health Care Facility.
3. Describe the line of authority from bottom to top and describe where the student fits into this structure.

TEACHING METHODS:

(X) LECTURE

(   ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

DHO pp. 10
HOE Cur. Guide 1, pp. 19-20

EQUIPMENT/SUPPLIES:

Organizational Charts
Overhead, Transparencies
Assignment sheets and instructions

EVALUATION: (   ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEED Ib

Unit III: Health Care Past and Present

Terminal Objective:

Given appropriate references, texts and A-V materials the learner will be able to discuss health care past and present and achieve 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. List three influences of ancient day beliefs on medical practices at that time.
2. Identify Hippocrates' philosophy of medicine and treatment.
3. Identify Hipporcrates' Oath and its current day implications, they will rewrite the oath as they believe it should be stated today.
4. Identify at least one prominent individual from each period of history and discuss their influence on medical practices at that time.
5. The student will be able to explain the use of vaccinations and how they have changed the course of history.
6. Identify the significance of the of the invention of the microscope and it's influence on modern medicine.
7. List 10 major breakthroughs in medicine within the last 25 years.
8. Develop a theory on a major breakthrough in medicine for the future and how this might occur.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

( ) CLINICAL

REFERENCES:

Tapes and filmstrips,
Library, books on history of medicine and significant figures in the history of medicine.
DHO, p. 41.

EQUIPMENT/SUPPLIES:

Tapes, filmstrips, filmstrip projector with tape player.
Hippocrates Oath.

EVALUATION: ( ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

A research paper or book report.

COURSE: NURSING: BASIC NEEDS Ib

Unit III: Health Care Past and Present

Terminal Objective:

Given information concerning ten health care specialities, the learner will be able to identify the educational requirements, types of employment available, payscales and work requirements for these and achieve 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Compare the educational requirements for an associate, bachelor's and master's degree.
2. Contrast the difference between certification, registration, and licensure.
3. Describe at least ten different health careers by including a definition of the career, three duties, educational requirements, and employment opportunities.
4. Investigate at least one health career by writing to sources listed to obtain additional information on the career.
5. Interpret at least ten abbreviations used to identify health occupations workers.
6. Define, pronounce, and spell all of the key terms.

TEACHING METHODS:

(X) LECTURE

(   ) LABORATORY

(X) AUDIO-VISUAL

(   ) CLINICAL

REFERENCES:

DHO pp. 13-33
Dictionary of Occupational Titles
Texas Health Careers, THERF
Occupational Outlook Handbook

EQUIPMENT/SUPPLIES:

list of key terms
assignment sheets

EVALUATION: (   ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit III: Health Care Past and Present

Terminal Objective:

Given the resources and information concerning the world wide and community health organizations the learner will be able to correctly identify them and give their purposes and achieve 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Analyze at least two government agencies and the services each one offers.
2. Define the terms: World Health Organization, National Institutes of Health, U.S. Department of Health and Human Services, and Center for Disease Control.
3. Explain where local and state agencies fall into these categories.

TEACHING METHODS:

(X) LECTURE

(   ) LABORATORY

(X) AUDIO-VISUAL

(   ) CLINICAL

REFERENCES:

DHO, pp. 13-33
CDC manual for infection control

EQUIPMENT/SUPPLIES:

EVALUATION: (   ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit III: Health Care Past and Present

Terminal Objective:

Given the information concerning insurance, government agencies, welfare systems, and private pay, the learner will be able to identify the methods of financing health care and achieve 85% accuracy on the knowledge test.

Enabling Objective (s)

The learner will:

1. Discuss nonprofit agencies, government agencies, insurance plans and cost containment.
2. Define DRG's and explain how they have affected today's health care and the influences they have made on home health agencies and extended care facilities.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

( ) CLINICAL

REFERENCE:

Simmers, L., DHO, pp. 6-9
Badasch, S., THE HEALTH CARE WORKER, pp. 9-13
Hoffman, C., SIMPLIFIED NURSING, pp. 11-15
Williams, C., HOE Cr. GUIDE I

EQUIPMENT/SUPPLIES:

Charts

EVALUATION: ( ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit IV: Communication Skills

Terminal Objective:

Given appropriate handouts and clinical experience the learner will be able to interpret personal reaction to illness and disability by demonstrating 85% mastery on the knowledge test.

Enabling Objective(s)

The learner will:

1. Interpret emotional and social impact of diseases on an individual.
2. Interpret the stages of acceptance and grieving.

TEACHING METHODS:

(X) LECTURE

(   ) LABORATORY

(   ) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

Diversified H.O.
H.O.I Curriculum
The Health Care Worker

EQUIPMENT/SUPPLIES:

EVALUATION: (   ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit IV: Communication Skills

Terminal Objective:

Given appropriate references and classroom discussion the learner will be able to identify individual cultural, religious, and socio-economic differences in people by demonstrating 85% mastery on the knowledge test.

Enabling Objective(s)

The learner will:

1. Identify and discuss differences in cultural and religious beliefs and it's effect on medical care.
2. Identify different socio-economic groups and it's effect on medical care.

TEACHING METHODS:

(X) LECTURE
( ) LABORATORY
( ) AUDIO-VISUAL
( ) CLINICAL

REFERENCES:

H.O. I Curriculum

EQUIPMENT/SUPPLIES:

EVALUATION: ( ) PERFORMANCE TEST
(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit IV: Communication Skills

Terminal Objective:

Given references, clinical and laboratory experiences the learner will develop appropriate and effective written, oral, and nonverbal communication skills and demonstrate mastery by obtaining 85% on the knowledge test.

Enabling Objective(s)

The learner will:

1. Discuss the importance of written, oral, and nonverbal communication skills.
2. Demonstrate effective written and oral communication skills as established by the instructor.
3. List appropriate nonverbal communication skills.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(   ) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

Diversified H.O.
The Health Care Worker
H.O. I curriculum Guide

EQUIPMENT/SUPPLIES:

EVALUATION: (   ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit IV: Communication Skills

Terminal Objective:

Given appropriate texts, reference materials and clinical experiences the learner will be able to identify effective modes of communication with peers and supervisors and achieve 85% mastery on the knowledge test.

Enabling Objective(s)

The learner will:

1. Define human relations
2. Discuss the importance of interpersonal relations in everyday life.
3. Discuss skills which will help in communicating with peers and supervisors.
4. Discuss ways to improve communication skills

TEACHING METHODS:

( ) LECTURE

( ) LECTURE

( ) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

The Health Care Worker
Being a Nursing Assistant
Working Relationships

EQUIPMENT/SUPPLIES:

EVALUATION: ( ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit IV: Communication Skills

Terminal Objective:

Given appropriate clinical experiences and reference materials the learner will be able to access the patient to determine the appropriate method of communication at the LVN level and achieve 85% mastery on the knowledge test.

Enabling Objective(s)

The learner will:

1. List proper communication techniques.
2. Identify types of communication.
3. List communication techniques for specific communication problems.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

( ) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

Being a Nursing Assistant
Diversified H.O.
The Health Care Worker

EQUIPMENT/SUPPLIES:

EVALUATION: ( ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit IV: Communication Skills

Terminal Objective:

Given appropriate references, texts and clinical experiences the learner will be able to support the terminally ill and significant others and achieve 85% mastery on the knowledge test, at the nurse aide level.

Enabling Objective(s)

The learner will:

1. Identify and discuss the five stages of grieving and dying patients.
2. Define Hospice
3. Discuss the "right to die" issues.

TEACHING METHODS:

(X) LECTURE

(   ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

"Right to Die" Film
Being a Nursing Assistant
Diversified H.O.
On Death and Dying

EQUIPMENT/SUPPLIES:

EVALUATION: (   ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit IV: Communication Skills

Terminal Objective:

Given appropriate list, references and texts the learner will be able to express medical terms in common language so the patient and family will understand what is meant and achieve 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s)

The learner will:

1. Understand medical terminology well enough to translate the medical terms into common language.

TEACHING METHODS:

(X) LECTURE
(   ) LABORATORY
(X) AUDIO-VISUAL
(X) CLINICAL

REFERENCES: Simplified Nursing, p. 529

EQUIPMENT/SUPPLIES:

EVALUATION: (   ) PERFORMANCE TEST
(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit V: Ethical - Legal

Terminal Objective:

Given appropriate references and definitions, the learner will define ethical and legal issues achieving a mastery of 85% on a knowledge test.

Enabling Objective(s)

The learner will:

1. List and discuss issues involving the ethical and legal aspects of medicine.
2. List basic rules of ethics for health care personnel
3. List and discuss professional standards for the health care worker.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

( ) AUDIO-VISUAL

( ) CLINICAL

REFERENCES:

Health Care Assistant
H.O.I. Curriculum Guide
The Medical Assistant

EQUIPMENT/SUPPLIES:

EVALUATION: ( ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS IB

Unit V: Ethical - Legal

Terminal Objective:

Given appropriate references, texts and examples the learner will be able to relate ethical/moral and cultural ideologies common in today's society and achieve 85% mastery on the knowledge test.

Enabling Objective(s)

The learner will:

1. Discuss the ethical/moral and cultural ideologies common in today's society.

TEACHING METHODS:

(X) LECTURE
(   ) LABORATORY
(   ) AUDIO-VISUAL
(   ) CLINICAL

REFERENCES: DHO, pp. 38-44
Simplified Nursing, pp. 37-41

EQUIPMENT/SUPPLIES:

EVALUATION: (   ) PERFORMANCE TEST
(X) KNOWLEDGE TEST

COURSE: - NURSING: BASIC NEEDS Ib

Unit V: Ethical - Legal

Terminal Objective:

Given access to the proper text, examples, and audio-visual materials, the learner will identify components of the "patient's bill of rights" achieving a masterey of 85% on a knowledge test.

Enabling Objective(s)

The learner will:

1. Define and disucss the "patient's bill of rights."
2. List components of the "patient's bill of rights."

TEACHING METHODS:

(X) LECTURE

(   ) LABORATORY

(X) AUDIO - VISUAL

(   ) CLINICAL

REFERENCES:

The Medical Assistant
Diversifieed H.O.
H.O.I. Curriculum Guide

EQUIP[MENT/SUPPLIES

EVALUATION: (   ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: - NURSING: BASIC NEEDS Ib

Unit V: Ethical - Legal

Terminal Objective:

Given access to the proper text, examples, and clinical experience, the learner will communicate patient's rights achieving a mastery of 85% on a knowledge test.

Enabling Objective(s)

The learner will:

1. Discuss ways of protecting patient's rights.
2. Identify ways of objectively communicating patient's rights regarding medical care.

TEACHING METHODS:

(X) LECTURE

(   ) LABORATORY

(   ) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

Diversified H.O.
Health Care Assistant
H.O.I. Curriculum Guide

EQUIPMENT/SUPPLIES

EVALUATION: (   ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit V: Ethical - Legal

Terminal Objective:

Given access to proper text, materials, and clinical experience, the learner will recognize methods to prevent exposing self and others to legal problems at the LVN level achieving a mastery of 85% on a knowledge test.

Enabling Objective(s)

The learner will:

1. Define the following terms and explain how each relates to nursing practice: tort, crime, "Good Samaritan", law, contract, "Living Will".
2. Define the following terms and give one example explaining how each situation could occur in a hospital or home: negligence, invasion of privacy, slander, libel, assault, battery, false imprisonment.
3. Describe how contract laws affect health care.
4. Define privileged communications and explain how they affect health care.
5. State the legal regulations that affect health care records.
6. List at least six basic rules of ethics for health care personnel.
7. List at least six rights of the patient who is receiving health care.
8. Justify at least eight professional standards by explaining how they help meet legal/ethical requirements.

TEACHING METHODS:

(X) LECTURE

(   ) LABORATORY

(X) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

Health Care Assistant
Diversified H.O.
H.O.I. Curriculum Guide
Simplified Nursing pp. 37-41

EQUIPMENT/SUPPLIES:

EVALUATION: (   ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit VI: First Aid and Emergency Care

Terminal Objective:

Given appropriate tools, equipment and reference materials, the learner will acquire BCLS re-certification - AHA course C standards achieving 100% mastery on the performance test and 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Demonstrate adult CPR - one man and two man.
2. Demonstrate adult obstructed airway - conscious conscious to unconsicious, found unconscious.
3. Demonstrate child CPR.
4. Demonstrate child obstructed airway - conscious, conscious to unconscious, found unconscious.
5. Demonstrate infant CPR.
6. Demonstrate infant obstructed airway - conscious, conscious to unconscious, found unconscious.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(   ) CLINICAL

REFERENCES:

American Heart Association
CPR Handbook

EQUIPMENT/SUPPLIES:

Adult manikin
Child manikin
Infant manikin

EVALUATION:

(X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit VI: First Aid and Emergency Care

Terminal Objective:

Given the proper tools, equipment, reference materials and laboratory experiences, the learner will demonstrate basic first aid achieving 100% mastery in performance and 85% mastery on the knowledge test.

Enabling Objective (s):

The learner will:
Identify and perform basic first aid for the following emergencies:

1. Shock
2. Bleeding and wounds
3. Poisoning
4. Burns
5. Heat exposure
6. Cold exposure
7. Fractures
8. Specific injuries to the eyes, head, nose, ears, chest, abdomen, and genital organs.
9. Sudden illnesses including heart attacks, stroke, fainting, convulsions, and diabetic reactions.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(   ) CLINICAL

REFERENCES:

Diversified H.O.
H.O. I Curriculum Guide
Red Cross First Aid Module

EQUIPMENT/SUPPLIES: bandages cling, splints, 4 X 4 gauze, cravats, tape

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit VI: First Aid and Emergency Care

Terminal Objective:

Given texts, A-V materials and clinical experiences the learner will correctly perform primary and secondary patient assessment in the correct order and achieve 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s)

The learner will:

1. Win the patient's confidence and thereby alleviate some of the anxiety contributing to his discomfort.
2. To rapidly identify the patient's problem(s) and establish which one(s) require immediate care in the field.
3. To obtain information about the patient that may not be readily available later in the hospital.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES: Prehospital Emergency Care and Crisis Intervention, PP. 47-83

EQUIPMENT/SUPPLIES:

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit VII: Vital Signs

Terminal Objective:

Given appropriated tools, equipment, and reference materials the learner will identify normal and abnormal vital signs an achieve 85% mastery on a knowledge test.

Enabling Objective (s)

The learner will:

List normal ranges for the following:

1. Temperature
2. Pulse
3. Respirations
4. Blood Pressure

Identify abnormal ranges in:

1. Temperature
2. Pulse
3. Respirations
4. Blood Pressure

TEACHING METHODS:

(X) LECTURE

(   ) LABORATORY

(X) AUDIO - VISUAL

(   ) CLINICAL

REFERENCES:

Diversified H.O.
Recommendations for Human Blood Pressure
Determination by sphygmomanometers
H.O. I Curriculum Guide

EQUIPMENT/SUPPLIES:

EVALUATION: (   ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit VII: Vital Signs

Terminal Objective:

Given proper tools and equipment the learner will perform techniques for assessing vital signs, achieving 100% mastery on the performance test and 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

Perform the following vital signs within (+) or (-) 2 of instructor's directions.

1. Temperature
2. Pulse
3. Respirations
4. Blood Pressure

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(   ) CLINICAL

REFERENCES:

Diversified H. O.
Being A Nurse Aide
H. O. I Curriculum Guide

EQUIPMENT/SUPPLIES:

Thermometers, (oral and rectal)
Stop watch
Stethoscope and sphygmomanometer

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit VIII: Infection Control and Asepsis

Terminal Objective:

Given a sink, soap, warm water, and paper towels the learner will properly wash their hands according to recommended handwashing techniques and for the recommended length of time, as established by the instructor achieving 100% mastery on a performance test.

Enabling Objective (s)

The learner will:

Wash hands according to recommended aseptic technique.

TEACHING METHODS:

(X) LECTURES

(X) LABORATORY

(X) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

DHO, pp. 167-168
U.S. Department of Health and Human Services;
Centers for Disease Control.
Williams, C. Asepsis (software)

EQUIPMENT/SUPPLIES:

Sink, soap from a dispenser, paper towels,
Computer for software
Assignments from workbooks

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit VIII: Infection Control and Asepsis

Terminal Objective:

Given gown, gloves, mask and head cover learner will be able to correctly identify and maintain specified types of isolation, achieving 100% mastery on the performance test and 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Don and remove an isolation mask, cap, and gown.
2. Relate specific basic tasks to the care of a patient in an isolation unit.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

Filmstrip, BEING A NURSING ASSISTANT,
"Infection Control"
DHO, pp. pp. 193-198
Brady, Being a Nursing Aide
U.S. Department of Health and Human Services;
Center for Disease Control.
Williams, C. Asespsis (software)

EQUIPMENT/SUPPLIES:

Computer and software
Assignment sheets
Filmstrip, projector, and tape player

EVALUATION:

(X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

URSE: NURSING: BASIC NEEDS Ib

Unit VIII: Infection Control and Asepsis

Terminal Objective:

> **Given references lab and clinical experiences concerning autoclaves, disinfect solutions, and instruments the learner will be able to identify sterilization and disinfection techniques and conduct concurrent and terminal disinfection and obtain 85% mastery on knowledge test and 100% mastery on the performance test.**

Enabling Objective (s)

The learner will:

1. Remove irritants and clean the environment.
2. Wash, wrap and autoclave gloves, instruments, linen and equipment.
3. Operate an autoclave with accuracy and safety.
4. Describe basic principles on using chemicals for aseptic control.
5. Demonstrate the use of boiling water for aseptic control.
6. Open sterile packages without contaminating the contents.
7. Don sterile gloves without contaminating the gloves.
8. Prepare a sterile dressing tray without contaminating the supplies.
9. Change a sterile dressing without contaminating the materials.

TEACHING METHODS:

(X) LECTURE
(X) LABORATORY
(X) AUDIO - VISUAL
(X) CLINICAL

REFERENCES:

Caldwell, Health Care Assistant
DHO, pp. 169-183
Filmstrip, BEING A NURSING ASSISTANT
Williams, C. Asepsis (software)

EQUIPMENT/SUPPLIES:

worksheets and workbooks
autoclaves
sterilization wraps and tapes
instrument pans for soaking instruments
linens for packs
disinfectant solutions

EVALUATION:

(X) PERFORMANCE TEST
(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit VIII: Infection Control and Asepsis

Terminal Objective:

Given the proper references, text and clinical experiences, the learner will identify and distinguish defense mechanisms against disease with a mastery of 85%.

Enabling Objective(s)

The learner will:

1. List mechanisms of disease.
2. Identify and discuss defense mechanisms for protection from disease.

TEACHING METHODS:

(X) LECTURE
(   ) LABORATORY
(X) AUDIO-VISUAL
(X) CLINICAL

REFERENCES: Being a Nursing Assistant
Principles and Practice of Nursing
Simplified Nursing

EQUIPMENT/SUPPLIES: Textbooks, Workbooks, TV/VCR and Tapes

EVALUATION: (   ) PERFORMANCE TEST
(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit VIII: Infection Control and Asepsis

Terminal Objective:

Given texts, references, and A-V materials the learner will catogorize infectious agents and their modes of transmission and achieve mastery of 85% on the knowledge test.

Enabling Objective (s)

The learner will:

1. Differentiate between helpful and harmful microorganisms.
2. List ways microorganisms spread.
3. Explain how microorganism are destroyed.

TEACHING METHODS:

(X) LECTURE

(   ) LABORATORY

(X) AUDIO-VISUAL

(   ) CLINICAL

REFERENCES:

Being a Nursing Assistant
The Health Care Worker
Simplified Nursing,

EQUIPMENT/SUPPLIES:

Overhead
Textbooks and workbooks

EVALUATION: (   ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit VIII: Infection Control and Asepsis

Terminal Objective:

Given appropriate equipment, references and demonstration the learner will apply sterile gloves and gowns and achieve a mastery of 100% on the performance test.

Enabling Objective (s)

The learner will:

1. Demonstrate the proper procedure for gowning without contamination.
2. Demonstrate the proper procedure for gloving without contamination.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(   ) CLINICAL

REFERENCES:

Being a Nursing Assistant
The Health Care Worker
Simplified Nursing, pp. 32-34

EQUIPMENT/SUPPLIES:

Gowns and gloves
VCR/TV and tapes
Textbooks and workbooks

EVALUATION: (X) PERFORMANCE TEST

(   ) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit IX: Safety and Mobility

Terminal Objective:

Given appropriate equipment, classroom lecture and laboratory demonstration, the learner will discuss fire and tornado safety procedures achieving 85% mastery on the knowledge test 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Identify types of fire extinguishers and relate to types of fires they are to be used on .
2. Discuss policies for fire and tornado safety within the health care facility.
3. List procedures to be followed to insure patient safety in case of fire or tornado emergencies.
4. Identify fire alarms, doors, and escape routes.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO - VISUAL

( ) CLINICAL

REFERENCES:

Diversified H.O.
H.O. I Curriculum Guide
Being A Nursing Assistant

EQUIPMENT/SUPPLIES:

Fire extinguishers

EVALUATIONS:

(X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit: IX Safety and Mobility

Terminal Performance Objective:

Given the proper references, laboratory, and clinical experience, the learner will utilize proper body mechanics achieving 100% mastery on the performance test and 85% mastery of the knowledge test.

Enabling Objective (s)

The learner will:

1. Define body mechanics.
2. List proper body mechnics procedures.
3. Demonstrate proper body mechnics while performing procedures in lab or clinical area.

TEACHING METHODS:

(X) LECTURE
(X) LABORATORY
(X) AUDIO - VISUAL
(X) CLINICAL

REFERENCES:

Diversified H.O.
Being a Nursing Assistant
H.O. I Curriculum

EQUIPMENT/SUPPLIES:

EVALUATIONS:

(X) PERFORMANCE TEST
(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit IX: Safety and Mobility

Terminal Objective:

Given the proper equipment, text, lab and clinical experience, the learner will demonstrate how to maintain proper body alignment while turning and positioning patient's demonstrating 100% mastery on the performance test and 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Define alignment.
2. Define terms relevant to alignment.
3. Describe and demonstrate correct alignment techniques for patients in various positions: supine, prone, fowlers, tredelenburg, sims, and lateral.
4. Demonstrate supporting body parts.
5. List pressure points and describe techniques for relieving pressure for patient comfort.
6. List safety checkpoints.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

Diversified H.O.
Being a Nursing Assistant
H.O. I Curriculum Guide

EQUIPMENT/SUPPLIES:

Hospital bed
Pillows
Blankets
Washcloths
Footboard
Towels
Decubitus pads

EVALUATIONS: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit IX: Safety and Mobility

Terminal Objective:

Given appropriate references and clinical experiences, the learner will care for a patient during seizures, achieving 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Identify types of seizures.
2. Identify proper techniques of care during seizures.
3. List precautions to be taken during care of seizure victims.

TEACHING METHODS:

(X) LECTURE

(   ) LABORATORY

(   ) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

Diversified H.O.
H.O. I Curriculum Guide
Pre-hospital and Emergency Care

EQUIPMENT/SUPPLIES:

EVALUATIONS:

(   ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit IX: Safety and Mobility

Terminal Objective:

Given the proper text, materials and examples, the learner will administer range of motion procedures demonstrating 100% mastery on the performance teste and 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Explain the principles and rules of range of motion exercise.
2. Define terms relative to range of motion procedures.
3. Demonstrate complete or partial range of motion exercises.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

Being a Nursing Assistant
Health Care Assistant
Basic Nursing Procedures.

EQUIPMENT/SUPPLIES:

EVALUATIONS:

(X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit IX: Safety and Mobility

Terminal Objective:

Given the proper equipment, references, lab, and clinical experiences, the learner will assist the patient to walk with support devices demonstrating a mastery of 100% on the performance test and 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Identify types of ambulatory devices.
2. Identify which type of ambulatory devices to use according to patient's injury.
3. List safety points and techniques when using crutches, canes, or walkers.
4. Discuss criteria for fitting ambulatory devices.
5. Define gait and describe the following types of gaits:
    - Four-point
    - Two-point
    - Three-point
    - Swing-to
    - Swing-through
6. Demonstrate assisting a patient to walk with ambulatory devices.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

Diversified H.O.
H.O. I Curriculum Guide
Health Care Assistant

EQUIPMENT/SUPPLIES:

Cane
Walker
Crutches

EVALUATIONS:

(X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit X: Health Career Math

Terminal Objective:

Given the appropriate equipment, references, and A-V materials the learner will be able to determine the components of the metric system and achieve 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objectives(s)

The learner will:

1. Identify methods of metric conversions.
2. Identify the basic components, terms, and equivalencies in the metric system.

TEACHING METHODS:

(X) LECTURE

(   ) LABORATORY

(X) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

Math for the Health Care Worker workbooks and tapes
DHO, PP. 381 -384
Skelley, Esther F. MEDICATIONS AND MATHEMATICS FOR THE NURSE, 5th ed., Albany, New York; Delmar

EQUIPMENT/SUPPLIES:

EVALUATION:

(X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit X: Health Career Math

Terminal Objective:

Given the standard measurements in the household and apothocary math systems, the learner will be able to convert simple problems from household to apothocary and metric systems and achieve 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s)

The learner will:

1. Identify the terminology related to the household measurements.
2. Identify the terminology related to the apothocary system.
3. Give the equivalencies in each system.
4. Convert between the three systems discussed.

TEACHING METHODS:

(X) LECTURE

(   ) LABORATORY

(X) AUDIO - VISUAL

(   ) CLINICAL

REFERENCES:

Math for the Health Care Worker workbooks and tapes
Skelley, Esther F., MEDICATIONS AND MATHEMATICS FOR THE NURSE, 5th Ed., Albany, New York: Delmar.

EQUIPMENT/SUPPLIES:

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit XI: Leadership Concepts and Skills

Terminal Objective:

Given the appropriate references, lab and A - V materials concerning leaders and effective group members the learner will be able to demonstrate skills, characteristics and responsibilities of leaders and effective group members by demonstrating mastery of 85% on the knowledge test.

Enabling Objective (s)

The learner will:

1. Identify and demonstrate skills, characteristics and responsibilities of group members and leaders.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

EVALUATION:

(   ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit XII: Personal Qualities of a Health Worker

Terminal Objective:

Given the proper text and listing of examples, the learner will discuss personal characteristics of a health worker achieving 85% mastery on a knowledge test.

Enabling Objective(s)

The learner will:

1. List characteristics and attitudes important in a health care worker.
2. Define terms relative to these characteristics.

TEACHING METHODS:

(X) LECTURE

(   ) LABORATORY

(   ) AUDIO - VISUAL

(   ) CLINICAL

REFERENCES:

DIVERSIFIED H. O.
H.O.I. CURRICULUM GUIDE
BEING A NURSING ASSISTANT

EQUIPMENT/SUPPLIES:

EVALUATION:

(   ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit XII: Personal Qualities of a Health Worker

Terminal Objective:

Given the proper text, materials, and examples the learner will demonstrate appropriate personal appearance of a health worker achieving 85% mastery on a knowledge test.

Enabling Objective (s)

The learner will:

1. Discuss relationship between diet and appearance.
2. Discuss rules and professional standards for presenting a professional appearance.
3. Discuss personal hygiene.
4. Discuss proper clothing/uniforms for the health care facility

TEACHING METHODS:

(X) LECTURE
( ) LABORATORY
( ) AUDIO - VISUAL
( ) CLINICAL

REFERENCES:

Diversified H.O.
Being a Nursing Assistant
H.O.I. Curriculum Guide

EQUIPMENT/SUPPLIES:

EVALUATION: ( ) PERFORMANCE TEST
(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit XIII: Personal Care Skills

Terminal Objective:

Given the proper supplies, equipment, laboratory and clinical experience the learner will correctly make the different types of beds and achieve 100% mastery on the performance test and 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Correctly make a bed as directed.
2. Miter corners according to recommended directions.
3. Check to be sure all sheets are wrinkle free.
4. Be sure all edges are turned away from the patient.
5. Toe pleats are correctly used for the patient's comfort.
6. Use draw sheets and place correctly on the bed as needed.
7. Handle all linen correctly to prevent the spread of disease.
8. Use correct body mechanics to prevent injury to the worker.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(   ) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

DHO, pp. 399-406
HCW, pp. 261-262
HCA, pp. 146-154

EQUIPMENT/SUPPLIES:

Hospital bed
Linens
Bed cradle, if needed
Pillows

EVALUATION:

(X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit XIII: Personal Care Skills

Terminal Objective:

Given the appropriate supplies, references, and clinical experience the learner will provide postmortem care and achieve 100% mastery on the performance test.

Enabling Objective(s)

The learner will:

1. Identify the five stages of grief.
2. Be able to list the special needs of the patient in postmortem care.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

( ) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

DHO pp.
HCW pp. 272 -273
HCA p.

EQUIPMENT/SUPPLIES:

Clean linens, bath cloth, bath towel, shroud or clean clothes.

EVALUATION: (X) PERFORMANCE TEST

( ) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit XIII: Personal Care Skills

Terminal Objective:

> Given the equipment, supplies, references and clinical experience the learner will provide the appropriate nail care for patients and achieve 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Assemble the correct equipment.
2. Check the doctor's orders or obtain authorization form the supervisor.
3. Wash hands.
4. Clean nails with orange stick.
5. File the nails with the emery board.
6. Use hand lotion.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(   ) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

DHO, pp. 412-413
HCW, pp. 260-261
HCA, pp. 175-176

EQUIPMENT/SUPPLIES:

Orange stick
Emery board
Water with mild detergent in basin
Towel or tissues
Lotion

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit XIII: Personal Care Skills

Terminal Objective:

Given the proper supplies, equipment, laboratory and clinical experience the learner will correctly serve, feed and collect food trays and achieve 100% mastery on the performance test and 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Offer the bedpan or urinal or assist to bathroom.
2. Allow patient to wash hands and face.
3. Position patient comfortable; in a sitting position if possible.
4. Clear the overbed table and position it for the tray.
5. Check the tray carefully against the patient's name, room number, type of diet ordered.
6. Before feeding any patient, test the temperature of all hot foods.
7. Provide a relaxed, unhurried atmosphere.
8. Give the patient sufficient time to chew the food.
9. Use drinking straws for liquids.
10. Hold spoons at right angles (90^0) to the mouth. Feed the patient from the tip of the spoon.
11. Place a small amount on the spoon.
12. Tell the patient what he/she is eating.
13. Alternate foods. Provide liquids at intervals.
14. Allow patient to hold bread, etc. to the extent that he/she is able.
15. Use towel or napkin to wipe mouth as necessary.
16. When meal is complete, allow patient to wash hands, remove food tray.
17. Observe all checkpoints before leaving patient; elevate siderails if indicated, lower bed to lowest level, place call signal and supplies within reach of patient, leave area neat and clean.
18. Note how much food was eaten. Record amounts if patient is on Intake and Output record.

TEACHING METHODS:

( ) LECTURE

(X) LABORATORY

( ) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

DHO, pp. 423-424
Nursing Assistant, pp.
HCW, pp. 264-265
HCA, pp. 226-237

EQUIPMENT/SUPPLIES:

Overbed table	Food tray
Silverware	Washpan and cloth and towel

EVALUATION:

(X) PERFORMANCE TEST

( ) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit XIII: Personal Care Skills

Terminal Objective:

Given the appropriate supplies, references, A-V materials and clinical experiences the learner will correctly demonstrate the processes used to measure and record a patient's intake and output by achieving 100% on the performance test and 85% on the knowledge test.

Enabling Objective (s)

The learner will:

1. Recognize the need for an accurate means of recording all fluids a person takes and eliminates during a certain period or time.
2. Accurately convert between common, metric, and apothecary systems of math.
3. Correctly record all information on the correct time line on the I and O record.
4. Add the three eight-hour totals together for each column to record the 24-hour total at the bottom of the page.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

DHO, pp. 421-422
HCW, pp. 265-267
HCA, pp. 239-241

EQUIPMENT/SUPPLIES:

Intake and Output forms used by the health facility
Pen
Measuring containers for accurate measurements of fluids

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit XIII: Personal Care Skills

Terminal Objective:

Given references, A-V materials, appropriate equipment, laboratory and clinical experience the learner will demonstrate the proper ways to assist a patient in and out of bed and achieve 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Position the patient in correct alignment with no bony prominences exposed.
2. Move and turn a patient in bed using correct body mechanics.
3. Perform the following transfer techniques: dangling, wheelchair, chair, and stretcher; using correct body mechanics.
4. Transfer a patient using a mechanical lift observing all safety points.

TEACHING METHODS:

(   ) LECTURE

(X) LABORATORY

(X) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

DHO, pp. 386-399
HCW, pp. 262-263
HCA, pp. 132-141

EQUIPMENT/SUPPLIES:

Bed, wheelchair, stretcher, mechanical lift, pillows, turning sheet.

EVALUATION:

(X) PERFORMANCE TEST

(   ) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit XIII: Personal Care Skills

Terminal Objective:

Given appropriate supplies, A-V materials, equipment and clinical experiences the learner will demonstrate the correct methods to prevent pressure areas and achieve 100% mastery on the performance test and 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Know that correct alignment prevents fatigue, decubitus ulcers, and contractures.
2. Define decubitus ulcers.
3. Identify the most common areas where decubitus ulcers might occur.
4. Support all weakened body parts.
5. Use pillows, bed cradles, footboards, rolled blankets or towels, etc. to help provide the support as needed.
6. Identify the need for patients confined to bed to be turned frequently.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

DHO, pp. 386-391
HCW, pp. 259-260
HCA, pp. 312-313

EQUIPMENT/SUPPLIES:

Pillows, turning sheets, rolled blankets, footboards, bed cradles, towels, etc.

EVALUATION:

(X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit XIII: Personal Care Skills

Terminal Objective:

Given the appropriate supplies, references, and clinical experience the learner will identify the types and functions of enemas and achieve 100% mastery on the performance test and 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Identify the various types of enemas.
2. Explain the purpose of an enema.
3. Administer the type of enema ordered correctly.
4. Chart the appropriate information or give this information to the correct person; i.e.; nurse, ward clerk.
5. Define the correct type of position to place a patient in for administering an enema.

TEACHING METHODS:

( ) LECTURE

(X) LABORATORY

( ) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

DHO, pp. 434-435
HCW, pp. 281-282
HCA, pp. 384-393

EQUIPMENT/SUPPLIES:

Correct type of enema.
Lubricant.

EVALUATION:

(X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit XIII: Personal Care Skills

Terminal Objective:

Given the appropriate supplies, references, and clinical experience the learner will demonstrate the correct procedures for administering the different types of enemas and achieve 100% mastery on the performance test and 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Identify the various types of enemas.
2. Explain the purpose of an enema.
3. Administer the type of enema ordered correctly.
4. Chart the appropriate information or give this information to the correct person; i.e.; nurse, ward clerk.
5. Define the correct type of position to place a patient in for administering an enema.

TEACHING METHODS:

( ) LECTURE

(X) LABORATORY

( ) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

DHO, pp. 434-435
HCW, pp. 281-282
HCA, pp. 384-393

EQUIPMENT/SUPPLIES:

Correct type of enema.
Lubricant.

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSINGS: BASIC NEEDS Ib

Unit XIII: Personal Care Skills

Terminal Objective:

Given, classroom lecture, laboratory and clinical experience the learner will correctly administer the appropriate types of bath and achieve 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Obtain authorization from immediate supervisor or check doctor's order procedure.
2. Assemble all equipment.
3. Wash hands.
4. Identify patient. Explain procedure.
5. Provide privacy.
6. Provide type of bath or assistance as ordered

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(   ) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

DHO, pp. 417-419
HCW, pp. 258-259
HCA, pp. 169-174

EQUIPMENT/SUPPLIES:

Towels, washcloths, bath thermometer, wash basin, tub or shower as needed, privacy by curtains or as needed, soap, and body lotion or powder.

EVALUATION:

(X) PERFORMANCE TEST

(   ) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit XIII: Personal Care Skills

Terminal Objective:

Given classroom, lecture, reference and clinical experiences and equipment the learner will correctly assist the patient with the appropriate elimination needs and achieve 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Know the medical terminology used with the normal body elimination processes.
2. Identify the need for privacy for the patient.
3. Make accurate observations of the frequency, amount and appearance of urine and stool.
4. Be able to identify the need for personal hygiene in regards to normal elimination.
5. Be aware of the transmission of certain diseases through body wastes.
6. Assemble equipment.
7. Wash hands.
8. Identify patient. Explain procedure.
9. Screen the unit to provide privacy.
10. Assist the patient as needed.
11. Provide necessary assistance with personal hygiene following the elimination procedure.
12. Report or record necessary information.

TEACHING METHODS:

( ) LECTURE

(X) LABORATORY

( ) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

DHO, pp. 424-428
HCW, p. 258
HCA, pp. 191-194

EQUIPMENT/SUPPLIES:

Bedpan, urinal, bedside commode, or bathroom facilities, toilet tissue, basin, soap, washcloth, towel

EVALUATION: (X) PERFORMANCE TEST

( ) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit XIII: Personal Care Skills

Terminal Objective:

Given the appropriate classroom lecture, references, and clinical experience the learner will correctly obtain and record the patient's height and weight and obtain 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Measure the height-weight correctly an recheck the calculations for accuracy.
2. Know the safety considerations when checking height and weight.
3. Be aware of the concern most people have of their weight and make only positive statement while weighing a patient.
4. Follow recommended procedures.
5. Record information correctly.

TEACHING METHODS:

( ) LECTURE

(X) LABORATORY

( ) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

DHO, pp. 351-354
HCW, pp. 270
HCA, pp. 160

EQUIPMENT/SUPPLIES:

Balance scale, paper towel, paper and pen.

EVALUATION: (X) PERFORMANCE TEST

( ) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit XIII: Personal Care Skills

Terminal Objective:

Given the appropriate classroom lecture, references, clinical experience and equipment the learner will correctly administer personal hygiene to the patient, as directed and achieve 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Identify the need for cleanliness for a sick person.
2. Identify the various aspects of personal hygiene and how to adminster each correctly.
    a. bath
    b. back care
    c. oral hygiene
    d. hair care
    e. nail care
    f. shaving
    g. perineum
    h. feet

TEACHING METHODS:

(   ) LECTURE

(X) LABORATORY

(   ) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

DHO, pp. 406-416
HCW, pp. 260-261
HCA, pp. 181-188

EQUIPMENT/SUPPLIES:

As needed for individual procedure.

EVALUATION:

(X) PERFORMANCE TEST

(   ) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit XIII: Personal Care Skills

Terminal Objective:

Given classroom lecture, references, clinical supervision and correct equipment, the learner will correctly administer vaginal irrigation with 100% accuracy on the performance test.

Enabling Objective(s)

The learner will:

1. Check the doctor's order or receive instructions from the nurse.
2. Assemble the necessary equipment.
3. Check the temperature of the solution.
4. Correctly administer or assist with the administration of the vaginal irrigation.
5. Clean up following the procedure.
6. Wash hands.

LEARNING EXPERIENCES:

(X) LECTURE

(X) LABORATORY

(X) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

DHO, PP. 441-443
HCW, p 283
HCA, pp. 412-413

EQUIPMENT/TOOLS:

1. Irrigation can/bag with tubing and tip
2. Solution as ordered
3. Bath thermometer
4. Basin with cotton balls and antiseptic
5. Tray and towel
6. Underpad or bed protector
7. Bath blanket
8. Bedpan with cover
9. Toilet tissue
10. Disposable gloves
11. Paper or plastic trash bag

EVALUATION: (X) PERFORMANCE TEST

( ) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit XIII: Personal Care Skills

Terminal Objective:

Given the classroom lecture, clinical experience and equipment, the learner will correctly collect and label a specimen with 100% accuracy on the performance test.

Enabling Objective (s)

The learner will:

1. Check doctor's orders or check with the head nurse for orders.
2. Assemble the correct equipment.
3. Check patient identification.
4. Wash hands.
5. Collect the specimen by the recommended procedure.
6. Label the specimen, correctly.
7. Chart the specimen, patient, and time.
8. See that the specimen goes to the correct department.
9. Clean up the area.
10. Wash hands.

TEACHING METHODS:

( ) LECTURE

(X) LABORATORY

( ) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

DHO, pp. 429-434
HCW, pp. 268-269
HCA, pp. 242-248

EQUIPMENT/SUPPLIES:

As required for the specific specimen ordered.

EVALUATION:

(X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit XIII: Personal Care Skills

Terminal Objective:

Given the proper equipment, classroom lecture, and demonstrations the learner will demonstrate the ability to operate special beds and achieve mastery of 100% on the performance test.

Enabling Objective (s)

The learner will:

1. Identify special beds.
2. Identify uses for each type of special bed.
3. Identify safety procedures involved with each type of bed.
4. Demonstrate proper use and positioning of each special bed.

TEACHING METHODS:

(X) LECTURE
(   ) LABORATORY
(X) AUDIO - VISUAL
(X) CLINICAL

REFERENCES:

Simplified Nursing
Health Care Assistant

EQUIPMENT/SUPPLIES:

EVALUATION:

(X) PERFORMANCE TEST
(   ) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit XIII: Personal Care Skills

Terminal Objective:

Given the appropriate clinical supervision, the learner will administer patient restraints as ordered and follow the recommended procedures for frequent checks of the restraints to see that they are not too binding or causing further injury to the patient and achieve 100% mastery on the performance test.

Enabling Objective(s)

The learner will:

1. Assemble the correct type of restraint as ordered by the doctor
2. Check the patients identity
3. Apply the restraints by recommended procedure
4. Check the restraints to be sure they are not too tight
5. Check the patient frequently for safety
6. Wash hands

TEACHING METHODS:

( ) LECTURE

( ) LABORATORY

( ) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

DHO pp. 445 - 447
HCW pp. 271 - 272
HCA, pp. 303 -304

EQUIPMENT/SUPPLIES:

The correct type of restraints

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit XIII: Personal Care Skills

Terminal Objective:

Given texts, references, clinical experiences and equipment, the learner will administer post-operative care and achieve mastery of 100% on the performance test.

Enabling Objective(s)

The learner will:

1. Prepare unit for post-operative patient.
2. Identify procedures and items used in recovery room.
3. Identify and demonstrate post-operative nursing care (i.e., vital signs, breathing exercises, dressing care).
4. Identify complications of the post-operative patient.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES: Simplified Nursing
Diversified Health Occupations
Being a Nursing Assistant

EQUIPMENT/SUPPLIES: Vital signs equipment, bed linens, underpads, emesis basin, tongue blade, and IV pole

EVALUATION: (X) PERFORMANCE TEST

( ) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit XIII: Personal Care Skills

Terminal Objective:

Given proper demonstration, references, A-V materials and equipment, the learner will utilize hot/cold therapies and achieve 100% mastery on the performance test.

Enabling Objective(s)

The learner will:

1. List circumstances in which hot/cold therapies should be used.
2. Identify the physiological affects of hot/cold therapy.
3. Identify different method of applying hot/cold therapies.
4. List safety precautions in using hot/cold therapy.

TEACHING METHODS:

(X) LECTURE

(   ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES: Simplified Nursing
Diversified Health Occupations
Being a Nursing Assistant

EQUIPMENT/SUPPLIES: Hot application equipment
Cold application equipment

EVALUATION: (X) PERFORMANCE TEST

(   ) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit XIII: Personal Care Skills

Terminal Objective:

Given texts, references, clinical experiences and equipment, the learner will employ proper techniques for giving ostomy care and achieve 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Identify procedures for administering ostomy care.
2. Describe psychological aspects of an ostomy.
3. List complications involved with ostomy patients.

TEACHING METHODS:

(X) LECTURE
(   ) LABORATORY
(X) AUDIO - VISUAL
(X) CLINICAL

REFERENCES:

Simplified Nursing
Being a Nursing Assistant

EQUIPMENT/SUPPLIES:

Colostomy equipment: catheter, tubing,
Tracheotomy set

EVALUATION:

(X) PERFORMANCE TEST
(   ) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit: XIII Personal Care Skills

Terminal Objective:

Given references, texts, clinical experiences and equipment the learner will employ the proper technique for inserting a rectal tube and achieve mastery of 100% on the performance test.

Enabling Objective(s)

The learner will:

1. Identify equipment necessary for procedure.
2. Explain the purpose of rectal tube.
3. Identify and position the patient.
4. Insert rectal tube two-four inches into rectum.
5. Wash hands.
6. Observe all safety precautions.
7. Report time rectal tube was inserted and all pertinent observations.

TEACHING METHODS:

(X) LECTURE

(   ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES: Simplified Nursing
Diversified Health Occupations
Being a Nursing Assistant

EQUIPMENT/SUPPLIES: Rectal tube, lubricating jelly, flatus bag, disposable gloves, tissue, underpad basin or specimen bottle.

EVALUATION: (X) PERFORMANCE TEST

(   ) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit XIII: Personal Care Skills

Terminal Objective:

Given the proper supplies and equipment, the learner will perform a beginning assessment and achieve mastery of 85% on the knowledge test and mastery of 100% on the performance test.

Enabling Objective(s)

The learner will:

1. List questions important in gathering data when interviewing patients.
2. Discuss importance of an accurate patient history.
3. Discuss general observation to be noted about patient.
4. List procedures to be performed in a basic physical examination.
5. Perform a beginning assessment.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES: The Nursing Process

EQUIPMENT/SUPPLIES: Thermometer, B/P cuff, stethoscope

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit XIII: Personal Care Skills

Terminal Objective:

After checking the doctor's order or obtaining authorization from the immediate supervisor, the learner will correctly apply athrombic hose or binders as ordered, with 100% accuracy on the performance test.

Enabling Objective (s)

The learner will:

1. Check orders.
2. Assemble equipment.
3. Wash hands.
4. Identify patient. Explain procedure.
5. Check hose or binder for accuracy of size.
6. Apply using correct technique as learned in procedure manual.
7. Check for smoothness and be sure they are free form wrinkles or bulges.
8. Check for proper circulation and patient comfort.
9. Record or report time, type of hose or binder, and patient's name.

TEACHING METHODS:

( ) LECTURE

(X) LABORATORY

( ) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

DHO, pp. 453-456
HCW, pp. 280-281 & p. 271 (athrombic hose)
HCA, p. 281

EQUIPMENT/SUPPLIES:

EVALUATION: (X) PERFORMANCE TEST

( ) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit XIII: Personal Care Skills

Terminal Objective:

Given the appropriate materials, equipment and laboratory experience the learner will perform a sugar acetone test and achieve a 100% accuracy on the performance test.

Enabling Objective (s)

The learner will:

1. Assemble equipment.
2. Clean the test tube thoroughly. Use the tube brush as needed. Dry the tube.
3. Wash hands.
4. Identify the patient. Explain the procedure.
5. Collect the fresh urine specimen.
6. Perform test as instructed.
7. Check test for accuracy.
8. Wash hands.
9. Report test results immediately to supervisor.

TEACHING METHODS:

( ) LECTURE

(X) LABORATORY

( ) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

DHO pp. 339-345
The Health Care Worker (HCW)
Badash, Shirley A. & Chesebro, Doreen S.; Prentice-Hall, Inc.;
Englewood Cliffs, New Jersey 07632; 1988, 1985.
Health Care Assistant, Caldwell & Hegner; pp.364-367.

EQUIPMENT/SUPPLIES:

Urine specimen
Acetest tablets
Acetest color chart
White paper for tablets
Container with clean water
Medicine dropper
Watch with second hand

Paper and pen
Test tube and rack
Test tube brush
Color chart
Medicine dropper
Two small containers of water

EVALUATION: (X) PERFORMANCE TEST

( ) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS Ib

Unit XIV: Nutrition

Terminal Objective:

Given the proper information, the learner will identify types of diets to be used in alteration in health and achieve mastery of 85% on the knowledge test.

Enabling Objective(s)

The learner will:

1. Identify types of therapeutic diets and when they may be used.
2. Describe and explain the purpose of each therapeutic diet.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES: Diversified H.O.
Simplified Nursing
Being a Nursing Assistant

EQUIPMENT/SUPPLIES:

EVALUATION: (   ) PERFORMANCE TEST

(X) KNOWLEDGE TEST

BASIC COURSE OUTLINE

GRADE 13

NURSING: BASIC NEEDS II

NURSING: BASIC NEEDS II

COURSE OBJECTIVES

1. Utilize the nursing process in meeting patients needs with common well define to moderately complex medical/surgical problems.
2. Demonstrate competency in the campus and clinical laboratories the basic nursing skills.
3. Implement interpersonal skills in selected learning experiences.
4. Implement a health teaching plan to patients with well defined to moderately complex medical/surgical problems.
5. Relate the bio-psycho-social needs of patients with common well defined to moderately complex medical/surgical problems to the sub-concepts of regulation, sensation and perception, circulator, urinary elimination, fluid and electrolytes, and principles of mental health.

COMPETENCIES FOR NURSING:
BASIC NEEDS II

I. CIRCULATION

Demonstrate an understanding of the circulatory system and related health problems of the circulatory system.

II. REGULATION, SENSATION, AND PERCEPTION

Demonstrate an understanding of physical regulation, sensation and perception and health problems related to these disorders.

III. URINARY ELIMINATION

Demonstrate skills related to urinary elimination.
Demonstrate understanding of urinary elimination and health problems related to these disorders.

IV. FLUIDS AND ELECTROLYTES

Demonstrate understanding of fluid and electrolytes and problems related to the regulatory system.

V. INTERPERSONAL SKILLS

Demonstrate understanding of interpersonal skills and related problems.

VI. HEALTH TEACHING

Demonstrate understanding of health teaching and related problems.

VII. MENTAL HEALTH

Demonstrate understanding of mental health concepts and related problems.

VIII. CLINICAL OBJECTIVES

Provide care for one to two patients with well defined to complicated medical/surgical needs.

SUGGESTED TIME ALLOCATION

NURSING: BASIC NEEDS II

I.	Circulation	2 weeks
II.	Regulation, Sensation, and Perception	2 weeks
	Examination I	
III.	Urinary Elimination	2 weeks
IV.	Fluid and Electrolytes	2 weeks
	Examination II	
V.	Interpersonal Skills	2 weeks
VI.	Health Teaching	2 weeks
	Examination III	
VII.	Mental Health	2 weeks
	Examination IV	
VIII.	Clinical Objectives	
	Evaluation and Final Examination	1 week
		15 weeks

COURSE DESCRIPTION

NURSING: BASIC NEEDS II

(A continuation of Nursing: Basic Needs I)
A 6 hour course that applies to bio-psycho-social needs of patients relating to circulation, physical regulation, sensation, perception, urinary elimination, fluid and electrolyte inbalance, and mental health. Focus is on applying theory of the nursing process to clinical problem solving. Emergency care is also included. Pharmacotherapy and nutrition are included with appropriate content.
(3 hours lecture/9 hours lab and clinical per week)
* Course required for ADN and LVN curriculums.

UNITS OF STUDY

I. Circulation
II. Regulation, Sensation, and Perception
III. Urinary Elimination
IV. Fluid and Electrolytes
V. Interpersonal Skills
VI. Health Teaching
VII. Mental Health
VIII. Clinical Objectives

COURSE: NURSING: BASIC NEEDS II

Unit I: Circulation

Terminal Objective:

Given appropriate lecture/discussion and laboratory experience the learner will demonstrate understanding of the circulatory system and related health problems of circulatory system achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s) The learner will:

1. Discuss briefly the function of the heart, blood vessels, and blood.
2. List life-style modifications that will contribute to the maintenance of cardiovascular health.
3. Describe an appropriate exercise program for cardiovascular conditioning.
4. Outline information necessary for basic circulation assessment.
5. Define the terms used to report on pulse and blood pressure.
6. List common nursing diagnoses related to circulation and describe appropriate nursing interventions for each.
7. State the psychophysiologic principles for assessing and treating persons with non-complex disorders of the circulatory system. (e.g., hypertension, CVA, chest pain, tissue perfusion disorders, CHF, oxygenation disorders.)
8. Relate appropriate pharmacotherapy to the medical/surgical problems identified in content.
9. Relate appropriate nutrition to the medical/surgical problems identified in content.
10. Discuss emergency interventions necessary with medical/surgical problems identified.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

( ) CLINICAL

REFERENCES:

Nursing: A Human Needs Approach
Janice Rider Ellis, RN
Elizabeth Ann Nowlis, RN
Houghton Mifflin Company, Forth Edition

EQUIPMENT/SUPPLIES: Anatomical Struce of the Cardiovascular System

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS II

Unit II: Regulation, Sensation, and Perception

Terminal Objective:

Given appropriate lecture, discussion and laboratory experience the learner will demonstrate understanding of physical regulation, sensation and perception and health problems related to these disorders achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s) The learner will:

1. Discuss briefly the function of the endocrine system.
2. Discuss briefly the function of the nervous system.
3. List levels of awareness and describe behaviors of the person at each level.
4. List special nursing actions that need to be added to the plan of care for the patient who is immobilized or has an altered level of awareness.
5. List the steps necessary in giving emergency care to the person experiencing a seizure.
6. Discuss neurological assessment.
7. Explain the different types of aphasia.
8. Discuss briefly body temperature in relating to heat production and heat loss.
9. Discuss hypothermia and fever and the nursing care of persons who have either.
10. Identify nursing diagnoses related to regulation and sensation.
11. Discuss special nursing concerns for patients who are either blind or deaf.
12. Briefly discuss how human beings receive sensory input through the five senses.
13. Describe what is meant by an optimal sensory level.
14. Define sensory deprivation and sensory overload.
15. Identify patients at risk of sensory deprivation and those at risk of sensory overload.
16. Discuss nursing actions that would be appropriate for intervention related to sensory deprivation and to sensory overload.
17. Discuss the main goals for intervention for the person with endocrine problems.
18. List common nursing diagnoses related to regulation, sensation, and perception disorders and describe appropriate nursing interventions for each.
19. State the psychophysiologic principles for assessing and treating persons with non-complex disorders of physical regulation, sensation, and perception. (e.g., diabetes, thyroid disorders, temperature regulation problems, seizures.)
20. Assess teaching/learning needs of patients with physical regulatory problems.
21. Relate appropriate pharmacotherapy to the medical/surgical problems identified in content.
22. Relate appropriate nutrition to the medical/surgical problems identified in content.
23. Discuss emergency interventions necessary with medical/surgical problems identified.

TEACHING METHODS:

(X) LECTURE
(X) LABORATORY
(X) AUDIO-VISUAL
( ) CLINICAL

REFERENCES:

Nursing: A Human Needs Approach
Janice Rider Ellis, RN
Elizabeth Ann Nowlis, RN
Houghton Mifflin Company, Forth Edition

EQUIPMENT/SUPPLIES:

EVALUATION:

(X) PERFORMANCE TEST
(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS II

Unit III: Urinary Elimination

Terminal Objective:

Given appropriate lecture, discussion and laboratory experience the learner will demonstrate understanding of urinary elimination and health problems related to these disorders achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s) The learner will:

1. Define selected terms.
2. Know essential facts about the urniary tract and the development of bladder control.
3. Know essential information and methods to assess a person's urniary status.
4. Understand essential facts about common urinary problems and related nursing diagnoses.
5. Understand facts about nursing interventions to maintain, promote and restore normal functioning of the urinary system.
6. State the psychophysiologic principles for assessing and treating persons with non-complex disorders of the urinary system. (e.g., UTI, Hematuria, Enuresis, Urinary Obstructions, Stones, Urinary diversions)
7. Relate appropriate pharmacotherapy to the medical/surgical problems identified in content.
8. Relate appropriate nutrition to the medical/surgical problems identified in content.
9. Discuss emergency interventions necessary with medical/surgical problems identified.

TEACHING METHODS:

(X) LECTURE
(X) LABORATORY
(X) AUDIO-VISUAL
( ) CLINICAL

REFERENCES: Nursing: A Human Needs Approach.
Janice Rider Ellis, RN
Elizabeth Ann Nowlis, RN

Houghton Mifflin Company, Forth Edition

EQUIPMENT/SUPPLIES:

EVALUATION: (X) PERFORMANCE TEST
(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS II

Unit IV: Fluid and Electrolytes

Terminal Objective:

Given appropriate lecture, discussion and laboratory experience the learner will demonstrate understanding of fluid and electrolytes and problems related to the regulatory system achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s) The learner will:

1. Define the three basic fluid compartments.
2. Explain how fluid and electrolytes move between these fluid compartments.
3. Discuss the control mechanisms for fluid and electrolyte balance.
4. Define and describe the major types of fluid and electrolyte imbalances.
5. Explain acid-base balance and the principal factors responsible for its control.
6. Define and describe the four major acid-base imbalances.
7. List data necessary for basic assessment of fluid and electrolyte and acid-base balance.
8. Outline the nurse's role in fluid therapy.
9. Relate appropriate pharmacotherapy to the medical/surgical problems identified in content.
10. Relate appropriate nutrition to the medical/surgical problems identified in content.
11. Discuss emergency interventions necessary with medical/surgical problems identified.

TEACHING METHODS:

(X) LECTURE
(X) LABORATORY
(X) AUDIO-VISUAL
( ) CLINICAL

REFERENCES:
Nursing: A Human Needs Approach
Janice Rider Rllis, RN
Elizabeth Ann Nowlis, RN
Houghton Mifflin Company, Forth Edition

EQUIPMENT/SUPPLIES:

EVALUATION:
(X) PERFORMANCE TEST
(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS II

Unit V: Interpersonal Skills

Terminal Objective:

Given appropriate lecture, discussion and laboratory experience the learner will demonstrate understanding of interpersonal skills and related problems, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s) The learner will:

1. Discuss the role of communication in nursing.
2. Identify variables in an interaction.
3. Explain the phases of an interaction.
4. Discuss a variety of methods of communicating messages.
5. Discuss attentive listening.
6. Explain techniques of verbal communication.
7. Define and describe assertion, submission, and aggression.
8. Discuss a variety of ways in which humor can be appropriately used in nursing.
9. Outline interviewing techniques.
10. List the categories of facilitating responses, blocking responses.
11. Relate communication to the nursing process.
12. Discuss group structure and dynamics.
13. Discuss the various factors involved in group process.
14. Identify leadership styles that may be used in groups.
15. Discuss the five stage of a group.
16. List common problems with a group.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES: Nursing: A Human Needs Approach
Janice Rider Ellis, RN
Elizabeth Ann Nowlis, RN
Houghton Mifflin Company, Forth Edition

EQUIPMENT/SUPPLIES:

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS II

Unit VI: Health Teaching

Terminal Objective:

Given appropriate lecture, discussion and laboratory experience the learner will demonstrate understanding of health teaching and related problems, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s) The learner will:

1. Define learning.
2. Identify reasons why health teaching is an important responsibility of the nurse.
3. Compare and contrast three types of learning.
4. List internal and external influences on learning.
5. List basic principles of learning and relate them to planning for teaching.
6. Specify assessment data needed to identify a knowledge deficit.
7. Outline the essential components of a teaching/learning plan.
8. Explain how evaluation relates to the type of learning desired.
9. Discuss how teaching groups differs from teaching individuals.

TEACHING METHODS:

(X) LECTURE
(X) LABORATORY
(X) AUDIO-VISUAL
(X) CLINICAL

REFERENCES:
Nursing: A Human Needs Approach
Janice Rider Ellis, RN
Elizabeth Ann Nowlis, RN
Houghton Mifflin Company, Forth Edition

EQUIPMENT/SUPPLIES:

EVALUATION:
(X) PERFORMANCE TEST
(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS II

Unit VII: Mental Health

Terminal Objective:

Given appropriate lecture, discussion and laboratory experience the learner will demonstrate understanding of mental health concepts and related problems, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s) The learner will:

1. Define selected terms.
2. State and explain the major mental-health concepts. (e.g., the whole person, human dignity, self-concept, self-understanding, love and belonging, feelings and behavior, self-actualization and capacity for growth).
3. Define role and explain problems related to role performance.
4. Discuss threats to the patient's mental health.
5. Define and describe alterations in emotional integrity.
6. Identify common behavior that is used for coping.
7. Define and describe alterations in coping.
8. Define and describe alterations in role.
9. Define and describe alterations in meaningfulness.
10. Outline data to be gathered for mental-health assessment.
11. Discuss crisis and crises intervention.
12. Outline appropriate interventions for the person who has a situational depression.
13. Discuss the use of referral as a nursing intervention.
14. Outline development of self-esteem.
15. Define disturbance in self-esteem and identify interventions to improve.
16. Outline the development of body image.
17. Define disturbance in body image disturbances and identify interventions to improve.
18. Define personal identity and describe the development of personal identity and factors that affect it.
19. Define role performance and explain how one learns appropriate behaviors for role performance.
20. Define a disturbance in self-concept and identify situations and relate appropriate nursing diagnoses.
21. Identify some common cultural values and discuss the ways in which they might affect health care.
22. Outline the major aspect of religious development.
23. Describe data to be gathered to identify spiritual distress.
24. Discuss actions the nurse might take to help meet a patient's needs related to values and beliefs.
25. Relate appropriate pharmacotherapy to the mental/health problems identified in content.

26. Relate appropriate nutrition to the mental/health problems identified in content.
27. Discuss emergency interventions necessary with mental/health problems identified.

TEACHING METHODS: (X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES: Nursing: A Human Need Approch
Janice Rider Ellis, RN
Elizabeth Ann Nowlis, RN
Houghton Mifflin Company, Forth Edition

EQUIPMENT/SUPPLIES:

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: BASIC NEEDS II

Unit VIII: Clinical Objectives

Terminal Objective:

Given appropriate clinical supervision and application the learner will provide care for one to two patients with well defined to complicated medical/surgical needs achieving 100% mastery on the clinical behavior performance evaluation.

Enabling Objective(s) The learner will:

1. Demonstrate organized behavior, reflecting prioritized care, and a stronger knowledge of the nursing process, utilizing basic critical thinking skills.
2. Assess the total patient.
3. Implement the all phases of the nursing process.
4. Demonstrate assumptions of responsibility and accountability for own actions.
5. Establish effective interpersonal relations/communications with health care team, patients, families and instructors reflecting understanding of psychosocial and teaching/learning dynamics.
6. Provide consistently safe and conscientious nursing interventions.
7. Incorporate a knowledge base in formulating nursing process.
8. Perform learned skills competently.

TEACHING METHODS:

( ) LECTURE
( ) LABORATORY
( ) AUDIO-VISUAL
(X) CLINICAL

REFERENCES: Nursing: A Human Needs Approach
Janice Rider Ellis, RN
Elizabeth Ann Nowlis, RN
Houghton Mifflin Company, Forth Edition

EQUIPMENT/SUPPLIES: As use in facility

EVALUATION: (X) PERFORMANCE TEST
( ) KNOWLEDGE TEST

(Application in clinical setting)

BASIC COURSE OUTLINE

GRADE 13

NURSING THROUGH THE LIFE SPAN

NURSING THROUGH THE LIFESPAN

COURSE OBJECTIVES

1. Utilize the nursing process in meeting the commonly occurring needs of the young adult, normal childbearing, newborn, children, elderly, giving consideration to family dynamics and alterations related to hospitalization.
2. Demonstrate competency in the campus and clinical laboratories the basic nursing skills.
3. Implement interpersonal skills in selected patients in the childbearing years, children or young adult.
4. Implement a health teaching plan.
5. Relate bio-psychio-social needs of patients with medical surgical diagnosis.

COMPETENCIES FOR NURSING

THROUGH THE LIFE SPAN

I. NURSING CARE OF THE YOUNG ADULT

Demonstrate understanding of appropriate nursing care and concepts of the young adult (20-40 years and related problems.

II. NURSING CARE OF THE CHILDBEARING PATIENT AND FAMILY

Demonstrate understanding of appropriate nursing care and concepts of the childbearing patient and family.

III. NURSING CARE OF CHILDREN

Demonstrate understanding of appropriate nursing care and concepts of children, family dynamics and alterations.

IV. NURSING CARE OF ELDERLY

Demonstrate understanding of appropriate nursing care and concepts for the elderly, family dynamics and alterations

V. CLINICAL OBJECTIVES

Provide care for at least two patients with identified multi-system needs and or material child disorders.

Suggested Time Allocation

I.	Nursing Care of the Young Adult	3 weeks
II.	Nursing Care of the Childbearing Patient and Family a. Maternity Nursing Skills Examination I	4 weeks
III.	Nursing Care of Children Examination II	4 weeks
IV.	Nursing Care of Ederly Examination III	3 weeks
V.	Clinical Objectives Evaluation and Final Examination	1 week

COURSE DESCRIPTION

NURSING THROUGH THE LIFESPAN

A 6 hour course focusing on a nursing process approach to the bio-psycho-social needs of pediatric, adult and elderly patients, and families. Consideration is given to reproductive and obstetrical nursing. Alteration in health within the ages are included. (4 hours lecture/6 hours clinical per week).
* Course is required for ADN and LVN curriculums.

Units of Study

I. Nursing Care of the Young Adult

II. Nursing Care of the Childbearing Patient and Family

  a. Maternity Nursing Skills

III. Nursing Care of Children

IV. Nursing Care of Ederly

V. Clinical Objectives

COURSE: Nursing Through the Life Span

Unit I: Nursing Care of the Young Adult

Terminal Objective:

Given lecture, discussion, demonstration and laboratory experience the learner will demonstrate understanding of appropriate nursing care and concepts of the young adult (20-40 years) and related problems, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Define selected terms associated with developmental tasks of the young adult.
2. List the normal physical characteristics of the young adult.
3. Discuss sexuality in the young adult.
4. Discuss growth and development of the young adult.
5. Discuss nutritional needs of the young adult.
6. Discuss major health problems of the young adult.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(   ) CLINICAL

REFERENCES:

Kozier, Barbara and Erb, Glenora Fundamentals of Nursing, 3rd Edition, California, Addison Wesley Publishing Company, 1987, pp. 482-489.

Jensen, Margaret and Bobak, Irene. Maternity and Gynecologic Care, 3rd Edition, St. Louis; The C.V. Mosby Company, 1988.

EQUIPMENT/SUPPLIES:

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: Nursing Through the Life Span

Unit II: Nursing Care of the Childbearing Patient and Family

Terminal Objective:

Given appropriate lectures, discussion and demonstrations the learner will demonstrate understanding of appropriate nursing care and concepts of the childbearing patient and family, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Discuss concepts of family in relation to maternal-child health nursing by utilizing the nursing process.
2. Identify significant issues and trends in maternal-child health in relation to legal and ethical components of nursing care.
3. Apply related nursing diagnosis to maternal-child health nursing.
4. Identify major anatomical structures in the female reproductive system.
5. Identify major anatomical structures in the male reproductive system.
6. Discuss major components of human sexuality.
7. Relate the menstrual cycle and the ovarian cycle to the process of conception.
8. Identify major events necessary for fertility.
9. Discuss infertility that occurs with malfunction of the male/female reproductive tract.
10. Identify acceptable measure of birth control.
11. Discuss the role of contraception in planning fertility.
12. Discuss the maturation of the ovum and sperm.
13. Discuss the role of the nurse in genetic counseling.
14. Correlate the major events form fertilization through fetal development.
15. Discuss fetal circulation.
16. Apply related nursing diagnoses to human reproduction.
17. List characteristics that indicate preparedness for parenting including cultural components.
18. Discuss the assessment of physiologic changes associated with pregnancy.
19. Contrast the increased nutritional requirements for pregnant woman over non-pregnant woman.
20. Identify the possible, probable and positive signs of pregnancy.
21. Discuss the danger signals of pregnancy.
22. Utilizing the nursing process and related nursing diagnosis to plan the care for a woman during the prenatal period.
23. Identify the teaching/learning needs of the prenatal period.
24. Compare and contrast birth in traditional vs. alternative settings.
25. Discuss the admission procedure for the woman in labor.
26. Discuss the mechanisms of labor.
27. Compare and contract true vs. false labor.
28. Provide emotional support/nursing care for patients and their significant others in relation to their stage of labor.

29 Discuss the four stages of labor.
30. Discuss the signs and symptoms of placental separations.
31. Utilize the nursing process and related nursing diagnosis to plan care for each stage of labor.
32. State normal fetal heart rate and discuss monitoring of fetal heart.
33. List signs of fetal distress and the nursing management of each.
34. Apply principles of anesthesia and analgesia to the management of the parturient.
35. Identify the pharmacologic regime utilized in caring for the laboring patient.
36. Assess characteristics of the normal newborn.
37. Discuss the nursing actions taken on an infant immediately after birth.
38. Discuss the five areas used in Apgar scoring on a newborn.
39. Apply principles of pharmacology to the neonate.
40. Discuss the admission and discharge procedures of an infant.
41. Discuss the normal newborn reflexes.
42. Utilize the nursing process and related nursing diagnoses to plan care for a newborn infant.
43. Discuss the normal nutritional requirement for the newborn.
44. Utilize the nursing process to include related nursing diagnosis to provide care for a newborn infant.
45. Discuss teaching needs for the parents of a normal newborn to address providing for the physical, psychological, developmental and nutritional needs.
46. Identify the health problems of the neonate an relate the nursing responsibilities.
47. Utilize the nursing process and related nursing diagnoses to provide care for a postpartum patient.
48. Discuss a mother being assisted with breast/bottle feeding, including mother's attitude, bonding, and any difficulties.
49. Discuss criteria to assess a postpartum patient.
50. Discuss the ways to ensure a patients environment is safe and conducive to her recovery.
51. Analyze the pharmacologic principles for caring for the postpartum patient.
52. Discuss the family responses to the birth of a child.
53. Discuss needs/problems of multipara parents after discharge.
54. Discuss the phenomenon of "Postpartum Blue" and relate the appropriate nursing intervention.
55. Discuss a plan of care for the unwed postpartum patient who is placing her infant for adoption.
56. Identify special needs/problems of the single mother.
57. Plan for the incorporation of the new father in the care of the newborn.

TEACHING METHODS.

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(   ) CLINICAL

REFERENCES:

Kozier, Barbara and Erb, Glenora Fundamentals of Nursing, 3rd Edition, California, Addison Wesley Publishing Company, 1987, pp. 482-489.

Jensen, Margaret and Bobak, Irene. Maternity and Gynecologic Care, 3rd Edition, St. Louis; The C.V. Mosby Company, 1988.

EQUIPMENT/SUPPLIES:

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: Nursing Through the Life Span

Unit II-a: Maternity Nursing Skills

Terminal Objective:

Given appropriate lecture, demonstration and laboratory the learner will demonstrate skills related to phases of maternity nursing achieving 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Demonstrate a vaginal shave prep.
2. Demonstrate application of a perilight.
3. Demonstrate peri care post delivery.
4. Apply breast care and breast binders.
5. Prepare a patient for a C-Section.
6. Prepare consents for surgery.
7. Review dressing changes.
8. Perform basic maternal assessment.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

Kozier, Barbara and Erb, Glenora Fundamentals of Nursing, 3rd Edition, California, Addison Wesley Publishing Company, 1987, pp. 482-489.

Jensen, Margaret and Bobak, Irene. Maternity and Gynecologic Care, 3rd Edition, St. Louis; The C.V. Mosby Company, 1988.

EQUIPMENT/SUPPLIES:

Shave Prep Kit
Perilight
Pericare Kit
Breast Bindee
Dressing Equipment

EVALUATION: (X) PERFORMANCE TEST

( ) KNOWLEDGE TEST

COURSE: Nursing Through the Life Span

Unit III: Nursing Care of Children

Terminal Objective:

> Given appropriate lecture, discussion, laboratory and clinical experience the learner will demonstrate understanding of appropriate nursing care and concepts of children, family dynamics and alterations, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Review health during childhood related to mortality and morbidity.
2. Discuss the role of the pediatric nurse.
3. Discuss the process of nursing children.
4. Review and discuss the environment and development of children.
5. Utilize communication techniques in assess of the child and family.
6. Perform a physical assessment on a child.
7. Discuss the first year of life and major health problem related to this time period. (e.g. Nutritional disturbances, Allergy, Feeding Problems, FTT, SIDS, Infantile Autism).
8. Discuss the toddler years of life and major health problems related to this time period. (e.g. play, separation anxiety, regression, toilet training, sibling rivalry, discipline, accident prevention, dental care)
9. Discuss the preschool years of life and major health problems related to this time period. (e.g. preschool or daycare experience, sex education and sexual curiosity, fears, sleep and speech problems.
10. Discuss the early childhood years of life and major health problems related to this time period. (e.g. Communicable diseases, Tonsillitis, Otitis Media, Conjunctivitis, Principles of emergency management of injurious agents, child abuse.
11. Discuss the middle childhood and adolescence years of life and major health problems related to this time period. (e.g. Proportional changes, Social relationships and cooperation, ethical misconduct, school experiences, health promotion, disorders of the female reproductive system diseases, sexual trauma, mononucleosis, obesity, Anorexia Nervosa, Bulimia,)
12. Discuss the child who is handicapped, chronically ill, or potentially terminal.
13. Explain the child's reaction to illness and hospitalization.
14. Discuss therapeutic play in different developmental ages.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(   ) CLINICAL

REFERENCES:

Kozier, Barbara and Erb, Glenora Fundamentals of Nursing, 3rd Edition, California, Addison Wesley Publishing Company, 1987, pp. 482-489.

Jensen, Margaret and Bobak, Irene. Maternity and Gynecologic Care, 3rd Edition, St. Louis; The C.V. Mosby Company, 1988.

EQUIPMENT/SUPPLIES:

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: Nursing Through the Life Span

Unit IV: Nursing Care of Elderly

Terminal Objective:

Given appropriate lecture/discussion, laboratory and clinical experience the learner will demonstrate understanding of appropriate nursing care and concepts of caring for the elderly, family dynamics and alterations, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Define selected terms associated with developmental tasks of the elderly.
2. Identify factors relating to the physiologic changes of aging.
3. While providing care for an elderly adult patient, utilize knowledge of growth and development and discuss in post conference.
4. Identify factors relating to the psychosocial development of late adulthood to include cultural diversity.
5. While giving care to an adult, provide for cultural diversity.
6. Identify factors relating to the health needs and nursing interventions of late adulthood.
7. Given a list of common health factors, identify those relating to late adulthood.
8. List the normal findings given in Kozier of a growth and development assessment of the elderly person.
9. Complete a growth and development assessment of an elderly adult.
10. List the community resources available to late adulthood citizens.
11. List the 9 Rights of Senior Citizens.
12. Discuss different orthopedic injuries/fractures related to the elderly.
13. Discuss potential medical/surgical complication related to orthopedic trauma/injuries.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(   ) CLINICAL

REFERENCES:

Kozier, Barbara and Erb, Glenora Fundamentals of Nursing, 3rd Edition, California, Addison Wesley Publishing Company, 1987, pp. 482-489.

Jensen, Margaret and Bobak, Irene. Maternity and Gynecologic Care, 3rd Edition, St. Louis; The C.V. Mosby Company, 1988.

EQUIPMENT/SUPPLIES:

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: Nursing Through the Life Span

Unit V: Clinical Objectives

Terminal Objective:

Given appropriate clinical supervision and application the learner will provide care for at least 2 patients with identified multi-system needs and or maternal child disorders achieving 100% mastery on the clinical behavior performance evaluation.

Enabling Objective (s)

The learner will:

1. Demonstrate organize behavior, reflecting application of the nursing process, utilizing basic critical thinking skills.
2. Assess the total patient.
3. Implement all phases of the nursing process with emphasis on assessment, planning and implementation.
4. Demonstrate assumptions of responsibility and accountability for own actions.
5. Establish effective interpersonal relations/communications with health care team, patients, families and instructors with health care team, patients, families and instructors reflecting understanding of psychosocial and teach/learning dynamics.
6. Provide consistently safe and conscientious nursing interventions.
7. Incorporate a broad knowledge base in formulating nursing process.
8. Implement the nursing process to meet patient needs.
9. Perform learned skills competently.

TEACHING METHODS:

( ) LECTURE

( ) LABORATORY

( ) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

As used in facility.

EVALUATION: (X) PERFORMANCE TEST (Application in clinical setting)

( ) KNOWLEDGE TEST

BASIC COURSE OUTLINE

GRADE 13

ENTRY INTO VOCATIONAL PRACTICE

ENTRY INTO VOCATIONAL PRACTICE

COURSE OBJECTIVES

1. Utilize the nursing process in meeting the commonly occurring health needs of various age groups of various types of medical/surgical patients in various age groups in various health care settings.
2. Implement interpersonal skills and various principles to promote a therapeutic relationship.
3. Demonstrate performance of safe nursing skills and clinical proficiency.
4. Develop an understanding practical nursing education and various health care delivering models.
5. Utilize management skills at the LVN level.

COMPETENCIES FOR ENTRY INTO VOCATIONAL PRACTICE

I. PRACTICAL/VOCATIONAL NURSING EDUCATION

Demonstrate understanding of practical/vocational nursing education.

II. THE HEALTH CARE SYSTEM

Demonstrate understanding of health care systems.

III. HEALTH CARE FACILITIES AND THE PATIENT CARE TEAM

Demonstrate understanding of health care facilities and patient care teams.

IV. LEGALLY RESPONSIBLE NURSING PRACTICE

Demonstrate understanding of legal responsibility of nursing practice.

V. LEADERSHIP, MANAGEMENT AND MEMBERSHIP

Demonstrate understanding of leadership, management, and the importance of membership.

SUGGESTED TIME ALLOCATION

ENTRY INTO VOCATIONAL PRACTICE

I.	Practical/Vocational Nursing Education	1 week
II.	The Health Care System	1 week
III.	Health Care Facilities and the Patient Care Team	1 week
	Examination I	
IV.	Legally Responsible Nursing Practice	1 week
V.	Leadership, Management and Membership	1 week
	Evaluation and Final Examination	1 week
		6 weeks

COURSE DESCRIPTION

ENTRY INTO VOCATIONAL PRACTICE:

Trends, issues, and ethical-legal issues are covered within this 4 hour course. Communication and management skills required of vocational nurses are discussed. The clinical component focuses on utilizing previous skills in the coordination and performance of patient care and nursing process at an application/analysis level
(1 hours lecture/9 hours clinical per week)
* Course is required for LVN Curriculum.

UNITS OF STUDY

I. Practical/Vocational Nursing Education

II. The Health Care System

III. Health Care Facilities and the Patient Care Team.

IV. Legally Responsible Nursing Practice.

V. Leadership, Management and Membership

COURSE: ENTRY INTO VOCATIONAL PRACTICE

Unit I: Practical/Vocational Nursing Education

Terminal Objective:

Given appropriate lecture, discussion, and demonstration the learner will demonstrate understanding of practical/vocational nursing education achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s) The learner will:

1. Explain the difference between "professional" and "nonprofessional" in terms of education.
2. Describe the educational preparation for register nurses.
3. Describe the educational preparation for pratical/vocational nurses.
4. List types of institutions that can sponsor pratical/vocational education programs.
5. Explain the difference between the "program approval" and "program accreditation."
6. Discuss NFLPN or NSPNES and standards for pratical/vocational nurses.
7. Describe the procedure for obtaining a license as a practical/vocational nurse.
8. List reason why a nursing license can be suspended or revoked.

TEACHING METHODS:

(X) LECTURE
(X) LABORATORY
(X) AUDIO-VISUAL
( ) CLINICAL

REFERENCES:

Contemporary Practical/Vocational Nursing
Corrine R. Kurzen
J. P. Lippincott Co.

EQUIPMENT/SUPPLIES:

EVALUATION:

(X) PERFORMANCE TEST
(X) KNOWLEDGE TEST

COURSE: ENTRY INTO VOCATIONAL PRACTICE

Unit II: The Health Care System

Terminal Objective:

Given appropriate lecture, discussion, and demonstration the learner will demonstrate understanding of health care systems achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s) The learner will:

1. Define selected terms.
2. Describe primary, secondary, and tertiary levels of health care.
3. Describe the purpose of health care regulatory agencies.
4. Discuss the purpose of quality assurance programs.
5. List the two major sources of health insurance.
6. Explain how DRG's are used to control the cost of health care.
7. Discuss the role of the U.S. government in health care.
8. Discuss current events that are increasing health care cost.

TEACHING METHODS:

(X) LECTURE
(X) LABORATORY
(X) AUDIO-VISUAL
( ) CLINICAL

REFERENCES:

Contemporary Practical/Vocational Nursing
Corrine R. Kurzen
J. P. Lippincott Co.

EQUIPMENT/SUPPLIES:

EVALUATION:

(X) PERFORMANCE TEST
(X) KNOWLEDGE TEST

COURSE: ENTRY INTO VOCATIONAL PRACTICE

Unit III: Health Care Facilities and the Patient Care Team.

Terminal Objective:

Given appropriate lecture, discussion, and demonstration the learner will demonstrate understanding of health care facilities and patient care teams achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s) The learner will:

1. Define selected terms.
2. List ways in which hospitals are classified.
3. Discuss level of care.
4. Define the term "Patient Care Team" and describe the educational preparation of its members.
5. List the members of the nursing team and describe their major responsibilities related to patient care.
6. Explain and describe differences in case, functional, team and primary nursing care delivery models.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

( ) CLINICAL

REFERENCES: Contemporary Practical/Vocational Nursing
Corrine R. Kurzen
J. P. Lippincott Co.

EQUIPMENT/SUPPLIES:

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: ENTRY INTO VOCATIONAL PRACTICE

Unit IV: Legally Responsible Nursing Practice.

Terminal Objective:

Given appropriate lecture, discussion, and demonstration the learner will demonstrate understanding of legal responsibility of nursing practice achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s) The learner will:

1. Define selected terms.
2. Discuss the purpose of Good Samaritan Laws.
3. List the two sources of laws and give examples of each.
4. Discuss the relationship between the Nurse Practice Acts and the State Board of Nursing.
5. Explain the association among responsibility, accountability and legal liability.
6. Explain the purpose of malpractice insurance.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

( ) CLINICAL

REFERENCES:

Contemporary Practical/Vocational Nursing
Corrine R. Kurzen
J. P. Lippincott Co.

EQUIPMENT/SUPPLIES:

EVALUATION:

(X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: ENTRY INTO VOCATIONAL PRACTICE

Unit V: Leadership, Management and Membership.

Terminal Objective:

Given appropriate lecture, discussion, and demonstration the learner will demonstrate understanding of leadership, management, and the importance of membership achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s) The learner will:

1. Define selected terms.
2. Describe personal qualities of an effective leader.
3. Outline skills associated with managing patient care.
4. Identify skills that are related to managing the patient unit.
5. Describe some of the general responsibilities of the charge nurse for maintaining a safe environment.
6. Provide suggestions for communicating with supervisors, visitors, and physicians.
7. Explain the purpose of nursing organizations to which LVNs usually belong.
8. Describe the influence of the political process on health.
9. Utilize appropriate communication skills in leadership roles.

TEACHING METHODS:

(X) LECTURE
(X) LABORATORY
(X) AUDIO-VISUAL
( ) CLINICAL

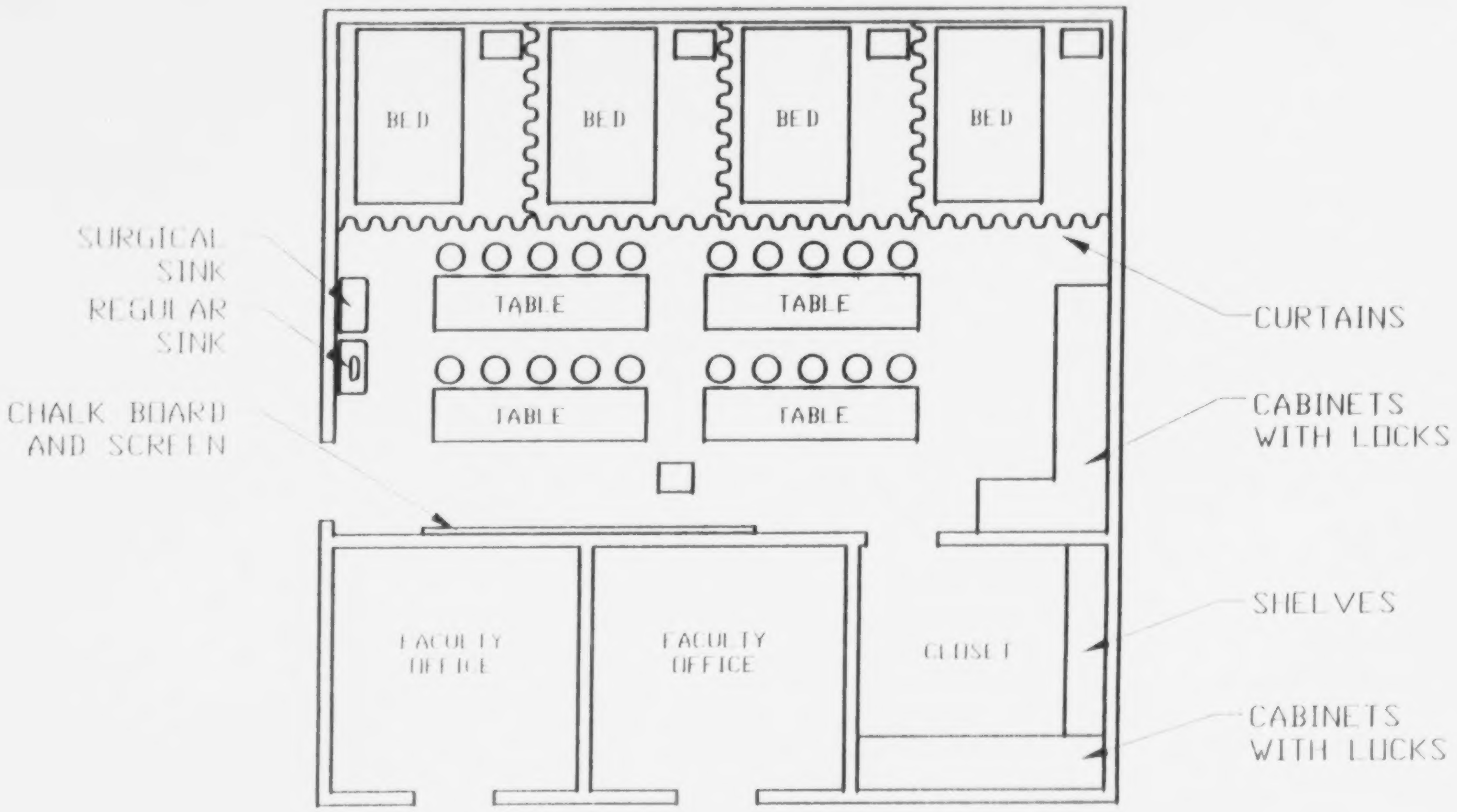
REFERENCES:

Contemporary Practical/Vocational Nursing
Corrine R. Kurzen
J. P. Lippincott Co.

EQUIPMENT/SUPPLIES:

EVALUATION:

(X) PERFORMANCE TEST
(X) KNOWLEDGE TEST


BED
BED
BED
BED
SURGICAL SINK
REGULAR SINK
CHALK BOARD AND SCREEN
TABLE
TABLE
TABLE
TABLE
CURTAINS
CABINETS WITH LOCKS
SHELVES
CABINETS WITH LOCKS
FACULTY OFFICE
FACULTY OFFICE
CLOSET

RECOMMENDED INSTRUCTIONAL FACILITY
FOR POST SECONDARY HEALTH PROGRAM

Postsecondary Supplies and Equipment for Registered Nurse Program

Equipment		Unit Price
4 each	Electric hospital bed (equipped)	1,550
2 each	Full body training mannequin with part	3,000
1 each	CPR mannequin - adult	1,200
1 each	CPR mannequin - child	250
1 each	CPR mannequin - infant	400
1 each	Surgical mannequin	500
1 each	Catheter mannequin (male)	3.50
1 each	Catheter mannequin (female)	3.50
4 each	Bedside cabinets	185
4 each	Overbed tables	195
4 each	Bedside chairs	31
1 set	Mannequin - body parts	1,500
1 each	Enema Simulator	350
1 each	Laryngoscope and blades	200
1 each	Doppler	700
1 each	Papoose Board	300
1 each	Forcepts (assorted types)	500
1 each	Dysrythmia simulator/oscilloscope	6,600
1 each	Crash Cart	600
1 each	Otoscope/opthalmoscope	350
1 each	Scale (adult)	275
1 each	Scale (infant)	190
1 each	Rolling IV stand	123
1 each	Breast self-exam mannequin	200
4 each	Bedpans	12
4 each	Urinals	6
1 each	Traction frame with trapeze, weights and holders bucks, skinner pin	1,500
1 each	Thompson splint/person attachment	300
1 each	Airways, oral, nasal, EOA, ET	150
1 each	Wrist retraints	20
1 each	Posey Vest	20
1 each	Ostomy Training Mannequin	400
1 each	Ostomy Equipment	150
1 each	Specimen collection containers	70
1 each	Wheelchair	500
1 each	Gurney/litter	3,500
1 each	Linen hamper	150
1 each	NG tubes/salem sump, levin, miller-abbott, sengstaken-blakemore, dobboff	70
2 each	LVAC thermometer	600

Postsecondary Supplies and Equipment for Registered Nurse Program

Equipment		Unit Price
20 each	Glass thermometer	20
1 each	O_2 Set-ups	250
1 each	Medicine cart	800
1 each	Injection mannequin	350
1 each	Charts-body function	500
1 each	OB phantom/skeleton	650
1 each	Glucometer and sticks	120
1 each	Suction kits with components	350
	Infant care doll	100
	Trach care kits	66
	Trach tubes	40
	Oxygen tank and holder	200
	CVP mariometer	50
	Linens-sheets, pillows, pillowcases, towels, washcloths	2,000
	Wall O_2 suction outlets	800
	Suction units	600
	B/P cuffs wall (4)	200
	B/P cuffs rolling (2)	250
	Gcomco	1,100
	IV catheters	75
	IV Bap	150
	IV Arm	350
	IV Tubing	100
	Chest tube bottles and plevravac	400
	TROCAR	50
	IV pump	1,800
	Ace wraps	16
	Binders	15
	Ted hose	40
	Trays	40
	Graduate cylinders	30
	Ambu bags	200
	Chest tubes clamps	20
	Hemostats	15
	Sterile towels	60
	A-V media for resource center	40,000

Supplies

Dressing supplies, gaze, telfa, tape, etc.	200
Sterile gloves	200
Examination gloves	15
Surgical scrub packs	69
Toothette	30
Glycerine swabs	20
Alcohol swabs	100
Syringes/needles (assorted sizes)	200
Sterile gowns	300
Masks	50
Shoe covers	50
Caps	50
Ampules	100
Tubex	100
Vitals	100

Classroom Equipment

Quantity	Description	Cost
25	Student desks	71
1	Teacher desk	261
1	Teacher chair with casters	64
1	Podium	57
1	Non-chalk whiteboard (4' x 6')	115
1	Bulletin Board (4' x 6')	114
1	Wall mounted soap dispensers	7
1	Cabinet (storage) 65" x 37" x 25"	600
1	Wardrobe cabinet (closed base model)	700
1	Table for microscopes (science table)	181
7	Computers and word processors with printers	3,000 each
1	Television 20" color	800
1	VCR	600
1	Cart	160
1	Slide projector (kodak 5600)	665
1	Filmstrip projector (micromatic II w/remote control)	540
1	16 mm projector	1,500
1	Projector cart	160
1	Overhead projector	262
2	Open shelves for books and references	467
1	Paper towel dispenser	29
1	Tape recorder and player	50
1	Typewriter	1,000
3	Four drawer file cabinet	270

BIBLIOGRAPHY

A.N.A., Standards of Practice for Medical-Surgical Nursing.

Beare, P., (1983) Quick reference to Nursing Implications of Diagnostic Tests; Philadelphia; J. B. Lippincott.

Billie, D., (1981) Practical Approaches to Patient Teaching; Boston; Little, Brown and Company.

Budassi, S. and Barvier, J., (1984) Mosby's Manual of Emergency Care Practices and Procedures (2nd. ed.) St. Louis; C. V. Mosley Company.

Doenges, M. Moorhouse, M. and Geissler, A., (1988) Nursing Care Plans: Guidelines for Planning Patient Care; (2nd ed.) Philadelphia, F.A. Davis.

Doenges, M. and Moorhouse, M., (1988) Nurse's Pocketguide: Nursing Diagnosis with Interventions; (2nd ed.) Philadelphia; F. A. Davis.

Ellis, J. and Nowlis, E., (1989) Nursing: A Human Needs Approach; (4th ed.); Boston; Houghton Mifflin Company.

Ellis, J. and Hartley, C., (1988) Nursing in Today's World: Challenges, Issues and Trends; (3rd ed.) Philadelphia: J. B. Lippincott Company.

Fischbach, F., (1984) A Manual of Laboratory Diagnostic Tests (2nd ed.) Philadelphia; J. B. Lippincott Company.

Gahart, B., (1985) Intravenous Medications: A Handbook for Nurses and Other Allied Health Personnel; (4th ed.) St. Louis; C. V. Mosby Company.

Howard, R. and Herbold, N., (1982) Nutrition in Clinical Care (2nd ed.) New York, McGraw-Hill, Inc.

Jensen, Margaret and Bobak, Irene, (1988) Maternity and Gynecologic Care; (3rd ed.) C. V. Mosby Company, St. Louis, Mo.

Karch, A. and Boyd, E., (1989) Handbook of Drugs and the Nursing Process; Philadelphia; J. B. Lippincott Company.

Kelley, L., (1988) The Nursing Experience: Trends, Challenge and Transition; New York, MacMillan Company.

Kozier, Barbara and Erb, Glenora, (1987) Fundamentals of Nursing; (3rd ed.) Addison Wesley Publishing Company Menlio Park, California.

Kurzen, Corrine R., Contemporary Practical/Vocational Nursing; J. B. Lippinincott Company, Philadelphia.

Larson, E. and Vasquey, M., (1988) Critical Care Nursing; Philadelphia, W. B. Sanders.

Patrick, M., Woods, S., Craven, R., Rokosky, J., and Bruno, P., (1986) Medical-Surgical Nursing; Philadelphia, J. B. Lippincott Company.

Sadler-Benson, D., and Conte, R., (1989) '89/'90 Nursing Needs; Norwalk, CN, Appleton and Lance.

Seidel, H., Ball, J., Dains, J., and Benedict, G., (1987) Mosby's Guide to Physical Examination; St. Louis, C. V. Mosby Company.

Sundeen, S., Stuart, G., Rankin, E., and Cohen, S., (1989) Nurse-Client Interaction: Implementing the Nursing Process; St. Louis, C. V. Mosby Company.

Thompson, J., and Bowers A., (1984) Health Assessment: A Pocket Guide; St. Louis, C. V. Mosby Company.

Treseler, K., (1989) Clinical Laboratory and Diagnostic Tests: Significance and Nursing Implications (2nd ed.) Norwalk, CN, Appleton and Lange.

COMPETENCY PROFILE
FOR
NURSING PROCESS

A (✓) in the parenthesis beside each competency indicates mastery.

I. CONCEPTS AND THEORIES OF NURSING PRACTICE

( ) Demonstrate an understanding of the scope and standards of nursing.

II. COMMUNICATION

( ) Perform by means of interviewing and communication skills, a comprehensive patient's health history.

III. TECHNIQUES OF PHYSICAL ASSESSMENT

( ) Demonstrate physical assessment skills at a screening level, and perform the general and mental status examinations.

IV. NEUROLOGICAL ASSESSMENT

( ) Perform a comprehensive neurological assessment at the screening level.

V. ASSESSMENT OF SKIN AND LYMPHATICS

( ) Perform a comprehensive assessment of the skin and lymphatic system at a screening level.

VI. ASSESSMENT OF HEAD, FACE AND NECK

( ) Perform a comprehensive assessment of the head, face and neck at a screening level.

VII. ASSESSMENT OF EYE AND EAR

( ) Perform a comprehensive assessment of the eye and ear at a screening level.

VIII. RESPIRATORY ASSESSMENT

( ) Perform a comprehensive respiratory assessment at a screening level.

IX. CARDIOVASCULAR ASSESSMENT

( ) Perform a comprehensive cardiovascular assessment at a screening level.

X. ASSESSMENT OF ABDOMEN AND PERIPHERAL VASCULAR SYSTEM

( ) Perform a comprehensive abdominal and peripheral vascular assessment at a screening level.

XI. MUSCULOSKELETAL ASSESSMENT

( ) Perform a comprehensive MUSCULOSKELETAL assessment at a screening level.

XII. UTILIZATION OF HUMAN NEEDS MODEL TO IDENTIFY AND ANALYZE DATA

( ) Interpret the human needs model as an organizer of nursing process to develop an individualized nursing care plan.

XIII. THE COMPLETE EXAMINATION

( ) Perform a detailed head-to-toe physical examination of an adult patient at a screening level.

XIV. ASSESSMENT OF THE GENITALIA AND RECTUM

( ) Describe the examination procedures and normal findings for a comprehensive assessment of the genitalia and rectum at a screening level.

COMPETENCY PROFILE
FOR
NURSING: BASIC NEEDS Ia

A (✓) in the parenthesis beside each competency indicates mastery.

I. MOBILITY AND IMMOBILITY

( ) Demonstrate an understanding of principles of mobility and immobility.

( ). Demonstrate procedures dealing with mobility and immobility.

II. OXYGENATION

( ) Demonstrate an understanding of terms and facts about oxygenation.

( ) Demonstrate an understanding of procedures dealing with oxygenation.

III. REST AND SLEEP

( ) Demonstrate an understanding of essential facts about rest and sleep.

IV. BOWEL ELIMINATION

( ) Demonstrate an understanding of essential facts about bowel elimination.

( ) Demonstrate an understanding of procedures dealing with bowel elimination.

V. PAIN AND COMFORT

( ) Demonstrate an understanding of concepts of pain and comfort.

VI. SKIN INTEGRITY

( ) Demonstrate an understanding of principles of skin integrity.

VII. SAFETY

( ) Demonstrate an understanding of principles of safety.

( ) Demonstrate an understanding of safety procedures.

VIII. SURGERY, ANESTHESIA AND PERIOPERATIVE NURSING

( ) Demonstrate an understanding of the perioperative nursing roles and anesthesia.

IX. MEDICATION

( ) Demonstrate an understanding of medication and medication administration.

( ) Demonstrate safe administration of medication.

X. CLINICAL

OBJECTIVES

( ) Provide care for one patient with well defined medical/surgical needs.

COMPETENCY PROFILE FOR
NURSING: BASIC NEEDS Ib

A (✓) in the parenthesis beside each competency indicates mastery.

I. MEDICAL TERMINOLOGY

( ) Demonstrate knowledge of medical terminology

( ) Demonstrate an understanding of commonly used medical abbreviations and symbols

II. ANATOMY AND PHYSIOLOGY

Identify simple anatomy, physiology and pathophysiology of the body systems:

( ) Identify anatomy pertaining to pregnancy and childbirth

III. HEALTH CARE PAST AND PRESENT

( ) Identify and demonstrate an understanding of the organization structure of health care institutions.

( ) Demonstrate an understanding of health care past and present

( ) Identify health care specialities

( ) Identify world-wide and community health organizations

( ) Identify systems that finance health care

IV. COMMUNICATIONS SKILLS

( ) Interpret personal reaction to illness and disability

( ) Identify individual cultural religions and socioeconomic differences in people

( ) Develop appropriate and effective written oral and nonverbal communication skills

( ) Discuss effective modes of communication with peers and supervisors

( ) Assess the patient to determine appropriate method of communication

( ) Support the terminally ill and significant others

( ) Translate a medical term into a language that a patient can understand

V. ETHICAL - LEGAL

( ) Define ethical and legal issues

- ( ) Describe legal responsibilities for health care workers
- ( ) Identify components of patient's bill of rights
- ( ) Communicate patient's rights
- ( ) Recognize methods to prevent exposing self and others to legal problems

VI. FIRST AID AND EMERGENCY CARE

- ( ) Acquire BCLS certification AHA course "C" standards
- ( ) Demonstrate and perform basic first aid
- ( ) Provide emergency are for trauma of all body systems

VII. VITAL SIGNS

- ( ) Identify abnormal and normal vital signs
- ( ) Perform techniques for assessing vital signs

VIII. INFECTION CONTROL AND ASEPSIS

- ( ) Employ proper handwashing
- ( ) Identify and maintain types of isolation
- ( ) Identify sterilization and disinfection techniques and conduct concurrent and terminal disinfection
- ( ) Identify defense mechanisms against diseases
- ( ) Categorize infectious agents and their modes of transmission
- ( ) Apply sterile gloves and gowns according to surgical technique

IX. SAFETY AND MOBILITY

- ( ) Discuss fire and tornado safety procedures
- ( ) Utilize proper body mechanics
- ( ) Position and turn patients maintaining proper body alignment and supporting body parts
- ( ) Care for patients during seizures
- ( ) Administer range of motion
- ( ) Assist with walking with support devices

X. HEALTH CAREER MATH

- ( ) Determine components of the metric system
- ( ) Identify common household and apothocary measurements

XI. LEADERSHIP CONCEPTS AND SKILLS

- ( ) Demonstrate skills, characteristics and responsibilities of leaders and effective group members

XII. PERSONAL QUALITIES OF HEALTH CARE WORKER

- ( ) Discuss personal characteristics of a health worker

( ) Demonstrate appropriate personal appearance of a health worker

XIII. PERSONAL CARE SKILLS

( ) Correctly makes different types of beds

( ) Provide postmortem care

( ) Provide nail care

( ) Serve, feed patient and collect food trays

( ) Measure and record intake and output

( ) Assist patient in and out of bed

( ) Prevent pressure areas

( ) Identify types and functions of enemas

( ) Perform all types of patient baths

( ) Administer backrubs

( ) Assist patients with elimination

( ) Measure height and weight

( ) Performs hygienic care for skin, hair, mouth, perineum and feet

( ) Irrigate vagina

( ) Label specimens collected

( ) Apply athrombic hose and binders

( ) Perform sugar acetone determination

( ) Operate special beds

( ) Demonstrate patient restraint methods during nursing procedure

( ) Administer post-operative care

( ) Administer enemas

( ) Utilize hot/cold therapies

( ) Give ostomy care

( ) Insert rectal tubes

( ) Perform beginning assessment skills

XIV. NUTRITION

( ) Identify common diets related to alterations in health

COMPETENCY PROFILE
FOR
NURSING: BASIC NEEDS II

A (✓) in the parenthesis beside each competency indicates mastery.

I. CIRCULATION

( ) Demonstrate an understanding of the circulatory system and related health problems of the circulatory system.

II. REGULATION, SENSATION, AND PERCEPTION

( ) Demonstrate an understanding of physical regulation, sensation and perception and health problems related to these disorders.

III. URINARY ELIMINATION

( ) Demonstrate skills related to urinary elimination.
Demonstrate understanding of urinary elimination and health problems related to these disorders.

IV. FLUIDS AND ELECTROLYTES

( ) Demonstrate understanding of fluid and electrolytes and problems related to the regulatory system.

V. INTERPERSONAL SKILLS

( ) Demonstrate understanding of interpersonal skills and related problems.

VI. HEALTH TEACHING

( ) Demonstrate understanding of health teaching and related problems.

VII. MENTAL HEALTH

( ) Demonstrate understanding of mental health concepts and related problems.

VIII. CLINICAL OBJECTIVES

( ) Provide care for one to two patients with well defined to complicated medical/surgical needs.

COMPETENCY PROFILE
FOR
NURSING THROUGH THE LIFE SPAN

A (✓) in the parenthesis beside each competency indicates mastery.

I. NURSING CARE OF THE YOUNG ADULT

( ) Demonstrate understanding of appropriate nursing care and concepts of the young adult (20-40 years and related problems.

II. NURSING CARE OF THE CHILDBEARING PATIENT AND FAMILY

( ) Demonstrate understanding of appropriate nursing care and concepts of the childbearing patient and family.

( ) Demonstrate skills related to phases of maternity nursing.

III. NURSING CARE OF CHILDREN

( ) Demonstrate understanding of appropriate nursing care and concepts of children, family dynamics and alterations.

IV. NURSING CARE OF ELDERLY

( ) Demonstrate understanding of appropriate nursing care and concepts for the elderly, family dynamics and alterations

V. CLINICAL OBJECTIVES

( ) Provide care for at least two patients with identified multi-system needs and or material child disorders.

COMPETENCY PROFILE
FOR
ENTRY INTO VOCATIONAL PRACTICE

a (✓) in the parenthesis beside each competency indicates mastery.

I. PRACTICAL/VOCATIONAL NURSING EDUCATION

( ) Demonstrate understanding of practical/vocational nursing education.

II. THE HEALTH CARE SYSTEM

( ) Demonstrate understanding of health care systems.

III. HEALTH CARE FACILITIES AND THE PATIENT CARE TEAM

( ) Demonstrate understanding of health care facilities and patient care teams.

IV. LEGALLY RESPONSIBLE NURSING PRACTICE

( ) Demonstrate understanding of legal responsibility of nursing practice.

V. LEADERSHIP, MANAGEMENT AND MEMBERSHIP

( ) Demonstrate understanding of leadership, management, and the importance of membership.

Procedural Plan for Verification of Competency Mastery at the Secondary Level

Introduction:

The overall goal of this model "2+2" Articulated Health Occupations Project is to develop a training program that will link the last two years of secondary and the first two years of postsecondary training to prepare students for employment in one or more occupations in health careers.

Concerns:

As this project has been developed there have been questions on the part of some postsecondary nursing program personnel, as to the ability of the Non-RN instructors in secondary vocational health occupations programs, being qualified to teach and verify mastery of competencies for the RN curriculum.

This procedural plan outlines the processes for the teaching, testing and verification of mastery for both the cognitive and psychomotor competencies for this model "2+2" Articulated Curriculum for the Registered Nurse.

Curriculum Format:

Basic level knowledge and skills will be taught from a validated list of competencies in grades 11 and 12. These competencies have been assigned to courses on an "easy to difficult", simple to complex arrangement.

The courses that constitute the RN curriculum are established on the career-ladder concept; in that students must complete the courses in sequences, or take concurrently and demonstrate mastery of the competencies in each course(s) before moving on the next level. The curriculum is designed to provide exit points for the nurse aide (grade 12) and the LVN (Grade 13).

Methods of Instruction

Instructional modes will consist of the following:

1. Classroom lecture/audio/guest professional speakers
2. Classroom laboratory
3. Individualized study
4. Clinical rotation and/or cooperative (grade 11)
5. Clinical supervision and/or cooperative (grade 12)

Validating Mastery of Competencies:

Competencies in the basic course outlines have been identified as knowledge (cognitive) and performance (psychomotor).

It is recommended that the secondary health careers instructor, as certified by the Texas Education Agency, teach and administer the knowledge tests and verify mastery of the cognitive competencies on the individual student competency profile.

The performance or psychomotor competencies are to be verified for mastery utilizing the performance evaluation criteria by the clinical or cooperative supervising nurse, which will be recorded on the individual student competency profile.

The individual student competency profile will become a part of the student's "2+2" cumulative file and will move with the student as she/he moves to the next sequential course.

Rationale:

Secondary health careers instructors meeting the Texas Education Agency certification requirements for the Provisional Vocational Health Occupations certificate have the knowledge and expertize to teach and verify mastery of the basic cognitive concepts, skills and theories as defined for the grade 11 and 12 secondary courses.

Performance Evaluation Criteria

Terminal Performance Objective:

Performs competency with accuracy or prescribed specifications	Satisfactory	Unsatisfactory
Performs competency within appropriate time period	Satisfactory	Unsatisfactory
Demonstrates knowledge required for performing competency	Satisfactory	Unsatisfactory
Observes all safety procedures	Satisfactory	Unsatisfactory
Complies with ethics of profession	Satisfactory	Unsatisfactory
Demonstrates problem solving abilities	Satisfactory	Unsatisfactory
Uses appropriate equipment/supplies	Satisfactory	Unsatisfactory
Uses equipment/supplies correctly	Satisfactory	Unsatisfactory

Student(s) must receive a satisfactory rating on all criteria to demonstrate mastery.

Comments:

______________________________ Supervisor's Signature

______________________ Date

Appendix 16

END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

ERIC

Date Filmed

March 29, 1991